BETTER ENGLISH INTRODUCTORY BOOK

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DIRECTING A STRANGER

BETTER ENGLISH

INTRODUCTORY BOOK

BY

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PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the third and fourth grades aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those schoolroom situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and's*, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

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BETTER ENGLISH

INTRODUCTORY BOOK

INTRODUCTORY BOOK

PART ONE

1. Who Are You?

This is the first day of school. Do you know the boys and girls in your class? Do you know each one's name?

In a certain school a boy arose and said,

> My name is Fred Brown.

He spoke loud enough for everyone in the room to hear him.

Speaking. 1. Tell the class who you are. Say only that one thing.

2. If anyone in the class cannot understand you, he will raise his hand. Say to him politely, "What is it, John?" John will say in a friendly way: "I did not understand all you said, Mary. Please say it again." Then say it again.

2. Where Do You Live?

In the last exercise you told only one thing about yourself. You used only one sentence.

This is a sentence:

My name is Mary Jones.

Here is another sentence:

I am George Fiske.

Here is still another:

I live at 55 Elm Street.

George Fiske gave two sentences about himself. He said:

> I am George Fiske.
> I live at 55 Elm Street.

When George said this he stopped at the end of the first sentence and waited a moment. Then he began the second sentence. It was easy to tell when the first sentence ended and when the second sentence began.

Speaking. Tell a little more about yourself than you did before. Use two sentences. The

first will tell your name. The second will tell where you live. Like George, make a short pause between the two sentences.

PRACTICE

Your classmates will listen to make sure that you do everything right. These are the things they will look for and tell you about:

1. Did you stand straight and look at the class?

2. Did you speak loud enough and in a pleasant voice?

3. Did you drop your voice at the end of the first sentence and make a short pause before you began your second sentence?

Tell your story again, this time without a fault. You may have to tell it several times before everything is exactly right.

3. *Project:* Making Badges

In a certain school the pupils made badges at the beginning of the year and wore them during the first week. Each child had to know how to do three things: (1) how to cut out the badge, (2) how to write his name on it, and (3) how to write his address.

I. Cutting Out Your Badge

STUDY

†Do you know how to study? Do you know that when you are silently reading questions and silently answering them, you are studying? The more you do this, the better you will learn to study. Silently read the following questions, and silently answer them:

1. Which of the badges shown on these pages do you like best?
2. Would it be pleasant to have the badges of different colors?
3. If you use white paper, would you make a colored border?
4. Would you draw a little red or blue flower on your badge?

† Each **Study** may be used as a class exercise until pupils have learned to study alone. See explanation in Teachers' Manual.

Class Conversation. Talk these things over with your schoolmates. Then cut your badge out and get it all ready for your name. But do not write anything yet.

II. Writing Your Name on the Badge

STUDY

1. Do you see how carefully Mary Gray has printed her name and address in the middle of her badge?

2. Have the other pupils done the same?

3. Would Susan Poe's badge look better if she had not squeezed her name into the corner of it?

4. Can you make a drawing of Susan's badge and copy her name in it as it should be?

Copying. When you copy Susan's name, begin each word with a capital letter.

Writing. Write your own name, first on a sheet of paper for practice, then on the badge

you cut out before. You know that you must begin each word in your name with a capital letter.

III. Writing Your Street Address

STUDY

Silently read and answer each of the following questions:

1. What is Mary Gray's street address?
2. Do you see that Mary has written it squarely under her name, not too near the right or the left?
3. With what kind of letter does each of the two words in the address begin?
4. Do you like the way Susan has written her address?
5. On the drawing of Susan's badge that you have made, can you copy her street address where it should be?

Copying. When you copy Susan's street address, begin each word in it with a capital letter.

Writing. Write your own street address, first on a sheet of paper for practice, then on the badge itself.

When all the badges are finished and pinned on, the class will say which are the prettiest.

4. Talking about Animals

Susan was telling the class about her canary. She said:

> My little canary begins to sing whenever I come into the room. I think he knows that he belongs to me.

You see that she used two sentences. Her first sentence tells something that her canary does. He sings whenever Susan enters the room. Her second sentence tells why he does it. He knows that he belongs to Susan.

STUDY

Silently read these questions. Silently answer each one.

1. Does your dog bark when a stranger knocks at your door?

2. Why does he do that?

3. Does your cat meow when you are eating?

4. Why does she do that?

5. Does your little pig run to the front of its pen and grunt when it sees you coming?

6. Why does it do that?

7. Can you think of one interesting thing that an animal does and can you tell why he does it?

Speaking. In one sentence tell one thing that your dog or your cat or some other animal does. Then in another sentence tell why you think he does it.

PRACTICE

The class will listen to your story. When you have finished they will answer these questions for you:

1. Did you tell an interesting story?
2. Did you speak loud enough?
3. Did you drop your voice and make a pause at the end of your first sentence?

What did you not do well? Tell your story again and show your classmates that you can do it better.

5. Pronouncing Correctly

Some pupils say *kin* when they mean *can*. They say *ketch* for *catch*, *yass* for *yes*, *tree* for *three*, and make other mistakes of this sort. Let us study the following words:

1. can (fan, man)
2. catch (match, patch)
3. get (bet, pet, set)
4. just (dust, must)
5. our (sour, flour)
6. saw (law, jaw, paw)
7. again (ten, men, hen, pen)
8. three (thread, throw)

Listening. 1. As the teacher reads to you the first four numbered words in the list on page 8, notice that each word is pronounced somewhat like the guide words that follow it in parenthesis. So *can, fan,* and *man* sound very much alike. Only the first letters are different.

2. Now the teacher will read to you the last four words in the list, together with the guide words. See how the guide words help you to say each word right.

Pronouncing. 1. Say each of the eight words as the teacher says it for you. Watch the guide words as you pronounce. Then pronounce without the help of the guide words. Can you do it?

2. Now try to pronounce the entire list correctly. Notice the words that give you trouble. Practice those.

3. Now read the entire list aloud five times, slowly at first, then faster and faster, but always correctly and distinctly.

Reading. Read the five numbered sentences on page 10 aloud. They have in them the troublesome words you have just been studying. These, as you see, are printed in italics.

1. The *three* wise men counted ten *again* and *again.*

2. *Three* crows *saw three* threads on *our* tree.

3. *Can* you *saw* with this *saw* that you never *saw* before?

4. *Just* see *our* pet hen *get* into that dust *again.*

5. *Can* any man *catch* that bird in *our* sour-gooseberry patch?

6. *Game:* "What Did You See?"

The teacher asks a pupil:

What did you see on your way to school, Tom?

The pupil answers:

I *saw* an automobile with a flat tire.
Or I *saw* a hawk in the sky.
Or I *saw* a man washing store windows.

The teacher asks other pupils. In one sentence each tells what he saw. Each answer must begin with *I saw.* After several pupils have spoken, the class will say which pupil gave the most interesting answer.

Then the questions and answers begin again. As pupils tell what they saw, it is clear that some of them have sharp eyes.

7. Talking about Ways in Which Animals Are Useful

Tom had spent the summer on his grandfather's farm. He was telling about a useful animal he had seen. He told two ways in which that animal was useful. He used two sentences. He said:

> The sheep gives us its wool to keep us warm. When we are hungry, it gives us mutton chops for dinner.

Then Fanny gave two sentences about another useful animal:

> The horse pulls our wagon, our plow, and in winter our sleigh. In summer he lets us ride on his back.

STUDY

Are you learning to study? Have you noticed that you need to study before you tell a story? You need to stop and think what to say. That is studying. Stop and think now, as you silently read and answer the following questions:

1. The first sentence in Tom's story tells one way in which the sheep is useful. What is it?

2. The second sentence tells another way. What is it?

3. With what word does his second sentence begin?

4. The first sentence in Fanny's story tells one way in which the horse is useful. What is it?

5. With what word does her second sentence begin?

6. Her second sentence tells a second way in which the horse is useful. What is it?

7. Can you tell two ways in which any one of the animals in the list below is useful?

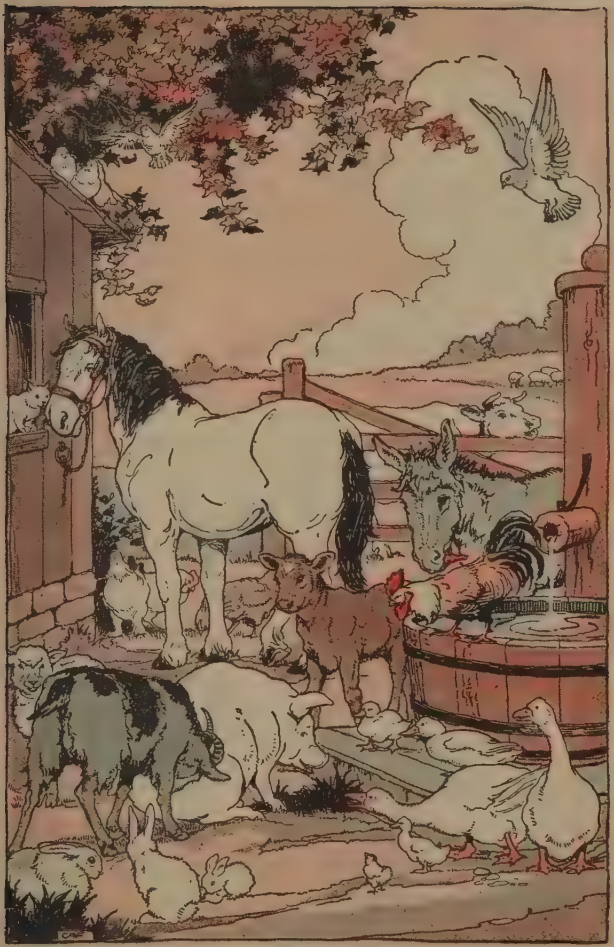
8. What do you plan to say first?

9. What will you say next?

10. Can you remember to make a short pause between your two sentences?

cow	horse	sheep	chicken
pig	duck	mule	turkey
ox	goose	goat	donkey

Speaking. In a clear voice tell the class two ways in which one of the animals in the list is useful. Give two sentences, no more. Drop your voice at the end of the first sentence and make a short pause before beginning the second.



PRACTICE

Your classmates will be interested to hear what animal you chose to talk about. They will listen to your two sentences. When you have finished speaking they will say what they think of your story. The following are some of the questions that tell what to look for in a talk of this sort. What others can you add?

1. Did the speaker give two facts about his animal?
2. Did he drop his voice at the end of his first sentence and make a short pause before beginning the second sentence?
3. Did both of his sentences tell how his animal is useful?

If you have not told your story well, think about what your classmates said about your faults. Think how you could do better. Then try to do it.

8. Telling How an Animal Looks

A few days ago Tom told the class two ways in which the sheep is a useful animal. Today he told a different story. It was about the sheep's looks. He said:

> The sheep is a gray, woolly animal about the size of a large dog. It has a stupid face, a twitching little tail, and a silly bleat.

When Tom had finished speaking, the teacher asked the class what it liked or did not like in his story.

Fanny said, "The word *twitching* is a good word for the sheep's funny tail, which is never still."

Charles arose and said: "The *silly bleat* has nothing to do with the looks of the sheep. Tom was supposed to talk only about the looks."

The teacher asked Fanny to tell about her animal. "Give only two sentences," said the teacher, "and tell nothing about the animal except how it looks."

Fanny said:

> The horse is a tall, graceful animal with a bright and friendly face. It looks best when it dances about with a good rider on its broad back.

STUDY

Read to yourself and answer the following questions:

1. In Tom's story do you see that he gives the size and the color?

2. How large is the animal you wish to talk about?

3. Can you draw a line on the board to show how long your animal is? Can you make a mark on the board to show how tall it is?

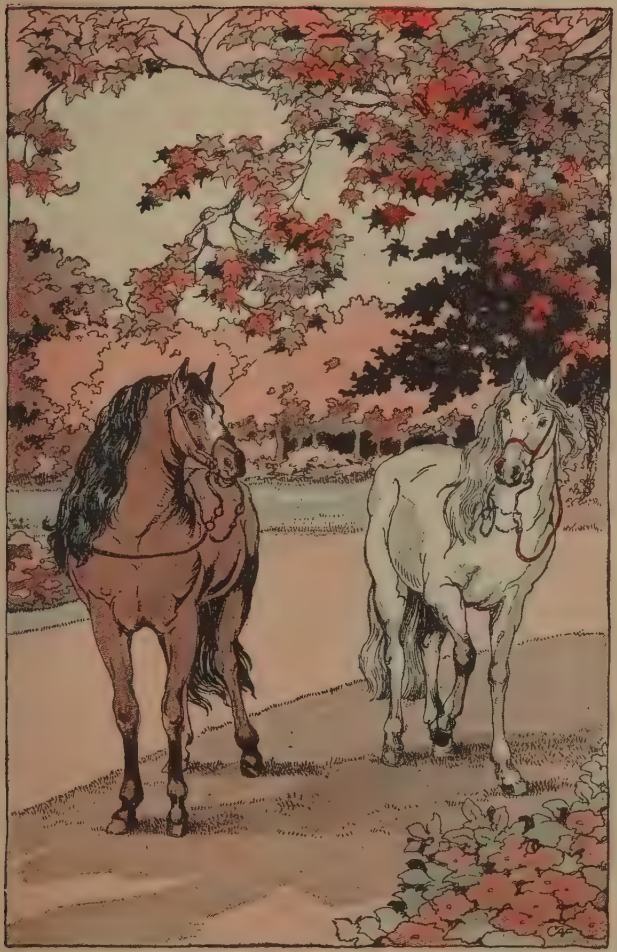
4. What is your animal's color?

5. What shall your first sentence tell about your animal's looks? In your second sentence what will you say about its looks?

Speaking. Speak distinctly and in a loud enough voice for all to hear. Tell the class in two sentences how your animal looks. Drop the voice and make a short pause between the two sentences.

PRACTICE

Your classmates will tell you the things you did well. Besides, they will answer this question for you: What must you do to tell your story better? When you are ready, tell it without the mistakes you made before.



9. Reading a Poem Aloud

STUDY

1. Can you, by holding up your hand, show how tall a cow is? Can you draw a line on the board to show how long a cow is from horns to tail?

2. Did you ever see a cow that was all white? Did you ever see one that was all red or red-brown? What were the colors of the cows you have seen?

3. Are you afraid of cows?

4. What are two useful things that cows do for us?

5. Dogs bark, cats meow, and cows moo, or low. Can you make the sound a cow makes when she lows, or moos?

6. Why does the farmer fence in the meadow where his cows are? Did you ever see a cow fastened with a chain?

7. What do cows eat?

Class Conversation. Talk to your classmates about the questions above. If you know anything else about cows, tell it.

Listening. As the teacher reads the poem to you, can you see the friendly cow wandering here and there in the meadow grass? Can you hear her lowing? Can you see her eating?

The Cow

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass,
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

Robert Louis Stevenson

Reading. First read the poem to yourself once or twice, so that you can do it without stumbling.

If you do not know what the following words mean, ask your teacher:

tart	lowing	blown
wanders	stray	meadow

Now read the poem aloud. Read in a pleasant tone of voice, but loud enough and distinctly enough for all to understand.

Memorizing. Perhaps you can now speak the poem from memory. Try it. If necessary, read the poem several times more until you know it. Now recite it to the class.

10. *Game:* Asking and Answering Questions

As the game begins, a pupil rises and asks a classmate a question. The classmate answers it and, in turn, asks another pupil a question. So one pupil after another answers and asks a question. Some may be called on more than once.

Any kind of question will do. But the more interesting it is, the better. This is the way the game may go:

> George, rising in his place, asks, "John, what is the largest animal you ever saw?"
>
> John, rising, replies, "The huge elephant at the circus last summer is the largest animal I ever saw, George."
>
> Now John turns to Mary, "Mary, are snakes useful animals?"
>
> Mary rises in her place and answers, "Some snakes are useful, John, because they eat mice and rats, but poisonous snakes do more harm than good."

STUDY

Prepare yourself to play the game by silently reading and answering the following questions:

1. Of whom in the class will you ask a question?

2. Can you whisper your question to yourself? Is it so clear that your classmate will easily understand what you mean?

3. Do you see the polite way in which George, John, and Mary use each other's name?

Game. As you play the game remember the following things:

1. Ask and answer questions loud and distinctly enough for all to hear. It spoils the game if pupils mumble or talk in a weak voice.

2. Make your questions and your answers so clear that everybody will know what you mean.

3. Address your classmate by name when you ask him your question or when you answer his.

4. Try to ask an interesting question.

5. Every answer must be given as a complete sentence. Such answers as *Yes* or *No* or half sentences will not do.

You can play this question-and-answer game without speaking a word. To do that, you must know how to write sentences correctly.

11. Learning What a Sentence Is

When you were playing the last game, a number of pupils made mistakes in their answers. They did not give complete sentences for their answers. Perhaps they do not know what a sentence is.

Here are three sentences:

Elephants are large animals.
Every elephant has a trunk.
The friendly cow gives me milk.

The following group of words is not a sentence:

the boy on the pony

"What about the boy on the pony?" we say. By adding suitable words to the group *the boy on the pony* we can make a sentence. We can make this sentence:

The boy on the pony rode past the school.

Or this:

The boy on the pony is my friend.

Or this:

The boy on the pony carried the message to the soldiers.

The following group of words is not a sentence:

carried a whip

If we hear this group of words and nothing more, we say to the speaker: "Who carried a whip? Finish your sentence." By adding suitable words he can make this sentence:

The man on the elephant *carried a whip.*

Or he can make this sentence:

The boy on the pony *carried a whip.*

Or this:

John *carried a whip.*

Speaking. By adding suitable words change each of the following groups of words into a sentence:

1. the girls in the schoolroom
2. sings in the apple tree
3. jumped over the moon
4. a drummer boy with a red cap
5. my new roller skates
6. threw the ball over the fence
7. have heard the new band
8. fell in the water
9. the playful puppy
10. told us a story about a runaway elephant

12. Learning to Write Sentences

One day the teacher asked if there was any pupil who could write a sentence correctly on the board. Paul went to the board and wrote:

> Last night I forgot to close the door of our chicken coop.

The teacher smiled, and wrote this sentence under Paul's:

> Did a fox get into the open chicken coop?

STUDY

Silently read and answer the following questions:

1. With what kind of letter does Paul's sentence begin?
2. Does the teacher's sentence begin with a capital letter?
3. Do you know the name of the mark (.) at the end of Paul's sentence?
4. Why does the teacher's sentence end not with a period (.) but with a question mark?

Copying. Write Paul's sentence neatly. Under it write the teacher's sentence.

Correction. With a classmate look over your sentences and his. Correct mistakes.

Writing. Pupils may now write sentences on the board. Some pupils will probably write sentences that tell things. Other pupils will perhaps write sentences that ask questions.

13. Making Sentences and Writing Them

On page 23 of this book are groups of words that are not sentences. Several days ago you changed each of those groups into a sentence. Now you are to do the same thing and then write the sentences you have made.

Writing. 1. Several pupils go to the board with their books. Each pupil makes a sentence of the first group of words on page 23. He may write a sentence like this one:

The girls in the schoolroom were singing songs.

The class looks it over and says whether it is right or wrong.

2. Now several other pupils go to the board; each one writes a sentence that is made from the second group of words. Again the class watches for mistakes.

3. In the same way the writing of sentences goes on to the end of the numbered groups on page 23. If there are only two or three pupils in your class, how much more writing each one has a chance to do! Perhaps it would be still better for you if you had to do all the writing yourself.

14. Telling Stories about Your Brothers and Sisters

This is the story a girl told her classmates:

> I wish my little sister could walk and talk like other little girls. She can do only one thing — close her eyes when I put her to sleep. She is a doll.

That little girl had no real sister. Another pupil in the class was luckier. He had a sister. He said:

> My sister is only a baby, but she knows me. She cannot say my name, but she laughs when I come home from school.

STUDY

Silently read and answer the following questions:

1. Can you tell in one sentence an interesting thing that your brother or sister does?

2. In another sentence can you tell something more about that same thing?

3. If you have no brother or sister, is there something else at home about which you can talk?

4. Can you quietly say your story to yourself?

Speaking. Tell your classmates something that your brother or sister does. Tell it in two or three sentences.

PRACTICE

Your classmates will listen with interest. They will point out what they liked and what they did not like in your story and your way of telling it. Tell it again, perhaps more than once, and try each time to do it better.

15. Learning How to Begin a Story

One of the stories in the last lesson ran like this:

I have a little brother. His name is Ben. Ben and I play together every day.

A pupil said, "He used three sentences, but he could tell it all in one sentence, like this: *My little brother Ben and I play together every day.* But this is not a very interesting beginning."

The teacher said, "I think a more interesting way to begin the story would be this: *One day when my little brother Ben and I were playing hide and seek in grandfather's barn, something happened.*

"When you hear this sentence, you wish to hear what happened. The first sentence of a story should always do that — make you wish to hear more."

Some of the pupils now gave first sentences that they thought would make good beginnings for the story:

1. I like to play with my little brother Ben.
2. There is one game that my little brother Ben and I do not play any more.
3. My little brother Ben once asked me to try a new game.
4. There is one game that my little brother Ben plays better than I do.
5. When my little brother Ben and I play policeman we both want to be the policeman.
6. I have a little brother whose name is Ben.

STUDY

Study the following questions:

1. Which one of the six sentences makes the best beginning for a story?

2. Which sentence makes you want to hear what happened?

3. Which sentence would be a poor beginning for a story?

4. Can you make up a sentence that would be a good beginning sentence for a story about your brother or sister?

5. How can you tell whether a sentence would be a good beginning sentence?

Speaking. Give an interesting beginning sentence for a story about your brother or sister. Speak loud enough, so that all in the room may hear you.

PRACTICE

Your classmates will tell you whether your sentence makes them wish to hear the rest of your story. If it does not, make a sentence that will. After a few trials you will learn how. If the class says that your sentence is very interesting, invent another and tell it to show that you can make an interesting beginning sentence whenever you please.

16. Sticking to the Subject

Sometimes a pupil who has an interesting beginning sentence spoils his story because he does not stick to the subject. That is true of the following story:

> One day my baby sister Jane took my father's gold watch off the table. She was sitting on a high chair. When she is older she will sit on a low chair, as I do.

STUDY

Working alone at your desk, read and answer the following questions:

1. Is the first sentence in that story a good beginning sentence? Why?
2. Does it make you wonder what happened next?
3. Does the second sentence tell you what you wish to know about Jane and the watch?
4. Does the third sentence tell you what you wish to know about Jane and the watch?
5. Can you make up one or two sentences about what happened to Jane and the watch?

Speaking. Tell a story of little Jane and her father's gold watch. Begin with the first sentence of the story. That is a good beginning sentence. Make up the rest of the story.

PRACTICE

Your classmates will listen carefully to see whether everything you tell is about Jane and the watch.

Here is a story that tells only about Jane and the watch. Notice that it sticks to the subject.

One day my baby sister Jane took my father's gold watch off the table. She took it in her small hand and held it up to her ear. Suddenly she dropped it, but luckily it was not broken.

The class will tell you whether your story is like this one or like the one at the beginning of the lesson.

Perhaps you now see how you can make your story better. Make it better and tell it to the class.

°**Speaking.** On page 32 are a number of sentences that make good beginning sentences for stories. Each sentence makes you wonder what happened next. Choose one of these, and in one or two sentences more tell what happened next. Be sure to stick to your subject.

°The sign **o** means optional. See explanation in Teachers' Manual.

1. One Thanksgiving Day my brother and I ate too much turkey.

2. We were gathering nuts in the woods last week when an angry farmer ordered us off.

3. When I saw our cow in the dark I thought I saw a bear.

4. The other day I upset a bottle of mucilage on my father's desk.

5. My sister was having a hard time learning to ride a bicycle.

17. Pronouncing Correctly

1. what (hwat)	**7.** because (laws)
2. where (NOT wear)	**8.** yes (NOT yass)
3. when (hwen)	**9.** yesterday (NOT yestidy)
4. why (hwy)	**10.** library (NOT libary)
5. which (NOT wich)	**11.** February (NOT Febuary)
6. while (hwile)	**12.** hundred (NOT hunderd)

Listening. 1. As the teacher reads to you the words above, notice these things:

1. In the words *what, where, when, why, which, while,* the *h* is said before the *w*. You begin these words with a soft blowing sound. When you pronounce them correctly, you can feel your breath against your fingers held in front of your mouth.

2. Say *yes* to rime with *guess.*

3. Say *yes-ter-day* for *yesterday.* The middle part (or syllable) is *ter,* which rimes with *her.*

THE ACCIDENT

4. Say *because* to rime with *laws* or *paws.*

5. Say both *r's* in *February*; both *r's* in *library.*

6. Pronounce *hundred* to rime with *bread* (hun*dred,* warm *bread*).

2. Listen again as the teacher pronounces the twelve words and pronounce them in the same way.

Pronouncing. 1. Read the entire list of twelve words aloud several times. Can you read the list five times rapidly without a mistake?

2. Read the following group of sentences several times until you can do so correctly, rapidly, and easily:

1. Last *February* three *hundred* books were added to our *library.*

2. *What? Which library? When* were they added to our *library*?

3. *Why* were you not in our *library* last *February*?

4. *Where* were you *while* they were adding those three *hundred* books to our *library*?

5. *When,* O *when,* will they add three *hundred* books to our *library* again?

6. *Yes,* I know *yesterday* was the day, *because* I was there *yesterday.*

18. Using *saw* and *seen* Correctly

The following sentences show the correct use of *saw* and *seen*. After each correct use, the incorrect use is given in parenthesis.

1. I *saw* her.	(NOT I *seen* her)
2. He *saw* me.	(NOT He *seen* me)
3. I *have seen* her before.	(NOT I *have saw* her before)
4. He *has seen* me often.	(NOT He *has saw* me often)

It is correct to use *seen*, but incorrect to use *saw*, with a helping word like *have*, *has*, or *had*.

How can you remember this? Perhaps the following jingle will help you:

Use *saw* without a helping word:
Say *I saw, you saw, he saw.*
Use *seen* with *have* or *has* or *had*:
Say *we have seen* what *she saw.*

Drill in Correct Usage. 1. As you read the following sentences aloud, fill each numbered blank with either *saw* or *seen* — whichever one you think correct:

1. I __[1]__ him, and he __[2]__ me.
2. Have you __[3]__ him? He has __[4]__ you.
3. She has never __[5]__ a circus, but she once __[6]__ a bear.
4. We __[7]__ many things that we had never __[8]__ before.
5. Where have you __[9]__ another dog like this?
6. I never __[10]__ one like this before.
7. He __[11]__ us before we __[12]__ him. He __[13]__ us first.
8. He had __[14]__ us long before we __[15]__ him.
9. They have __[16]__ many birds, but they never __[17]__ one like this.
10. I once __[18]__ a bird with red wings. Have you ever __[19]__ one like that? I have __[20]__ only one.

°**Speaking.** Perhaps you always use *saw* and *seen* correctly. Then you do not need this drill. Instead, tell a story about something you do at home.

2. Now read the sentences more rapidly, but always distinctly. Try to read them very fast indeed. This will show that the correct words come quickly when you need them. Perhaps the teacher will time your reading.

19. Telling Something that You Want to Learn to Do

Pupils told what they wanted to learn to do.

Alonzo said, "I want to learn to shoot straight."

The teacher asked, "What will you do when you can shoot straight?"

He answered, "Then I will go hunting lions and other wild animals."

The teacher said: "That is interesting. Can you tell us something more about it?"

Alonzo replied, "I will bring back a lion skin to hang up on the schoolroom wall."

The teacher said to the class: "You see that Alonzo told us first of all what he wanted to learn to do. That was his first sentence. Then he told us what he would do after he learned it. Now tell us the whole story at one time, Alonzo."

This is what Alonzo said:

> I want to learn to shoot straight. Then I will go hunting lions and other wild animals. I will bring back a lion skin and hang it on the schoolroom wall.

This is the story Lawrence told:

> I want to learn to shoot straight. Then I will be a policeman. I will arrest anybody who is trying to hurt or kill people.

STUDY

As you prepare to speak to the class, read and answer the following questions:

1. What do you want to learn to do?
2. What will you do after you have learned it? Say, "Then I will —"
3. How does the second sentence in Alonzo's story begin?
4. How does the second sentence in Lawrence's story begin?
5. Can you quietly say your first sentence to yourself? Can you quietly say your second sentence?
6. What more can you say?

Speaking. Tell your classmates what you want to learn to do and what you will do when you have learned it.

PRACTICE

You know that you should do the following things when you speak to the class:

1. Stand squarely on both feet and look at the class in a friendly way.

2. Speak loud, distinctly, and in a pleasant voice.

3. Drop the voice at the end of each sentence, and make a short pause before beginning the next.

4. Pronounce your words correctly — words like *can, catch, when, February.*

5. Use no bad English, like saying *seen* when you should say *saw.*

6. Most important of all, say something interesting, something that the class will enjoy hearing.

When you have told your story your classmates will tell you whether you have done all these things. They will kindly tell you what your worst fault is. Tell your story again, and try to overcome that fault. You may have to try more than once.

20. Playing and Telling the Story of a Picture

STUDY

As you study the picture on the following page, silently read and answer the following questions:

1. Why is the friendly policeman talking to the little girl?
2. What is he saying to her?
3. What does she answer?
4. Where is the little girl's mother?
5. Will the little girl ever see her mother and father again?
6. How will the story end?

Playing the Story

1. Play that you are the little girl. A classmate will be your mother. You and your mother are going to do some shopping. What does your mother tell you to do, so that you will not get lost? What do you say? What do you do after a while? There you are all alone on the street. What do you do?

2. The second part of the story begins when the big policeman sees you. Another classmate will be the policeman. He may pin a paper star on his coat and carry a club.

LOST

What does he ask you as you stand crying on the street corner? What do you answer? Are you crying so hard that you can hardly speak?

3. Play the end of the story. Perhaps the policeman telephones to your father. Another classmate plays the father. Your father answers the telephone. What does he say? What does he do? Perhaps just then your mother rushes in. How does she show that she is glad to see you? What does she say to you? What does she say to the policeman? What does your father, who has just arrived, say?

Let other pupils play the story. Perhaps they will talk more than the first pupils did.

Speaking. 1. A team of three pupils may go to the front of the room and face the class. (1) The first of the three may tell the first part of the story you played. That ends with the little girl alone on the street, not knowing what to do. (2) The second pupil may tell the second part of the story. This begins when the policeman sees the little girl. (3) The third pupil may tell the third part of the story. This is the end of the story. It begins when the policeman goes to the telephone.

Each of the three story-tellers must tell only what is in his own part of the story. This plan, or outline, of the story tells what each part is about:

AN OUTLINE OF THE STORY

I. How the little girl got lost.
II. The questions the policeman asked, and her answers.
III. How the little girl found her parents.

2. Other teams of three pupils may tell the story. In some schools there are no more than three pupils in the class. Perhaps the one team will tell the story to other classes then.

Class Conversation. 1. Classmates will tell each speaker what he did particularly well. Pupils may say:

George, you spoke so loud and distinctly that I could easily understand every word you said.

Or

George, your beginning sentence was interesting.

Or

George, you dropped your voice at the end of every sentence.

2. Classmates will also tell what each speaker should have done better. Pupils may say:

> George, you told one thing which does not belong in your part of the story.

Or

> George, instead of standing squarely on both feet, you stood on one most of the time and held on to the chair at your side. This did not look well.

Or

> George, you said "The policeman *seen* the girl" instead of "The policeman *saw* the girl."

A pupil must not say, "I liked your story, George" or "You did well, George." He must say, as the pupils did before, exactly what it was that George did or did not do well.

21. Telling What You Would Do if You Were Lost

If you were lost in a large city, you probably would not know what to do. You might do something foolish. If you should, it might easily be that you would never see your father and mother again. Such things have really happened.

Here is a list of things a lost child sometimes does:

1. He begins to cry in a loud voice.

2. He runs excitedly from place to place in a store until he does not know where he is.

3. He stays in the place where he lost his mother. Without moving away from that place, he waits quietly and patiently until his mother misses him and returns to get him.

4. He asks one stranger after another where his mother is.

5. He calls "Mother! Mother!" as loud as he can.

6. He goes out on the street and crosses to the other side, hoping to find his mother over there.

7. He tells a clerk or the floor walker that he is lost and asks what to do.

8. He asks a stranger to take him home.

9. He waits where he is until he sees a policeman. He tells the policeman that he is lost. He asks what to do.

STUDY

1. Silently read the nine things that a lost child sometimes does.

2. Is the first one foolish or is it sensible? Why?

3. Tell whether each of the other things is foolish or sensible, and why.

4. Pick out the most sensible thing of all. Why do you think it is very sensible?

5. Now say quietly to yourself what you would not do if you were lost. Begin this way: "If I were lost, I would not —"

6. After you have said quietly to yourself what you would not do, say why that would be a foolish thing to do. Begin this way: "This would be foolish because —"

7. Read below how John told what he would not do, and why.

> If I were lost, I would not run about from place to place trying to find my mother. This would be foolish because then my mother would not know where to look for me.

Speaking. Tell your classmates what you would not do if you were lost. Then tell why that would be foolish.

PRACTICE

Your classmates will tell you what you did well and what you might have done better in your speaking. Think about what they tell you. Then when you speak again do not make the same mistakes. In the next exercise you will have a chance to show that you can speak better.

Speaking. You have been telling what you would not do if you were lost. Now tell what you would do, and tell why that would be the best thing to do.

PRACTICE

Again your classmates will talk about what you said and the way you said it. Listen to their friendly talk. Then tell your story again, this time without the mistakes you made before.

°**Speaking.** A team of four or five pupils, or even more, who have spoken very well may go to the second-grade room and tell those boys and girls what to do and what not to do if they are ever lost. Do you belong to a small class of only one or two pupils? If so, you may have to be a whole team by yourself.

22. *Project:* Making a Safety Poster for Lost Children

You know now what to do and what not to do when you are lost. Let us write these things on a large card or poster that could be hung on the wall of the schoolroom.

Class Conversation. 1. Let us begin with the things *not* to do when one is lost, — things like running from place to place, instead of staying in the same place until one's mother returns. This could be put on the board as a rule beginning with *Don't*:

> Don't run excitedly from place to place.

So each thing not to do could be said as a rule beginning with *Don't*. As one pupil after another makes up a *Don't* rule for lost children, the teacher will write it on the board. Over the rules could be written in large letters something like this:

> IF YOU ARE LOST
>
> *DON'T*
>
> 1. Don't ----------
> 2. Don't ----------
> 3.

2. Now the second half of the poster can be made. This will have the *Do* rules. As you and your classmates make up the *Do* rules and talk them over to make them better, the teacher will write them on the board, one under the other. What could be printed over these rules, in large letters?

Copying. Now the rules will be copied on a large poster or piece of cardboard. After a pupil who prints large letters especially well has copied the heading, each pupil will copy one rule.

PRACTICE

Probably the poster you have just made is not good enough for you. You know you can make a better one if you try again. Probably these are some of the things you would do:

1. Leave a wider margin around your writing.
2. Write the rules farther apart.
3. Write better.
4. Remember to write *Don't* correctly.
5. Remember not to make mistakes in spelling as you copy.
6. Remember to place a period at the end of every sentence.

Copy the rules for another poster.

°You could make two or three more posters: one for your schoolroom, another for the second-grade room, another for the large hallway in the school.

23. Spelling Three Troublesome Words: *here, there, where*

1. *Where* are you?	*In what place* are you?
2. I am *here.*	I am in *this place.*
3. You are *there.*	You are in *that place.*

STUDY

Let the following questions help you in your silent study of *here, there,* and *where*:

1. If you take the *t* from *there,* what have you left?

2. If you take the *w* from *where,* what have you left?

3. When you close your eyes can you see the word *here*? Can you spell it?

4. When you close your eyes can you see *where* and *there*? Can you spell them?

5. If *here* means *in this place,* what does *there* mean? Use the word *place* in your answer.

6. If *there* means *in that place,* what does *where* mean? Use the word *place* in your answer.

Writing. 1. Copy the following sentences; but instead of *in this place* use *here*, instead of *in that place* use *there*, and instead of *in what place*, use *where*.

1. The lion waited *in this place.*
2. The tiger hid *in that place.*
3. *In what place* was the hunter?
4. He stood *in that place.*
5. *In what place* did you hide?
6. I hid *in that place* behind the hunter.
7. *In what place* was your gun?
8. It lay on the ground over *in that place.*
9. *In this place* they caught the lion.
10. *In this place* they killed the tiger.

2. Write a sentence of your own with the word *here*; another with the word *there*; another with the word *where*.

°24. Review

Names and Addresses

Writing. Write your name and address. Have you begun each word with a capital letter? Write the name and address of each of three friends.

° The sign o means optional. See explanation in Teachers' Manual.

Sentences

Speaking. Answer each of the following questions with a complete sentence. Thus, answer the first question by saying not "Saginaw, Michigan," but "I was born in Saginaw, Michigan." This exercise will show whether you know the difference between a group of words that is a sentence and a group that is not.

1. Where were you born?
2. What is your name?
3. How old are you?
4. What kind of stories do you like best?
5. Have you a pet at home?
6. Can you drive a car?
7. Did you ever have a pet rabbit?
8. What do rabbits eat?
9. What do canaries eat?
10. What do children eat?

Capitals and Punctuation Marks

Writing. Copy one or more of those questions, and after each one you copy write a sentence that answers it. Have you begun each sentence with a capital letter? Have you remembered the period or the question mark after each?

"THREE CHEERS FOR THE WINNERS"

Pronouncing

Reading. Read rapidly but distinctly the sentences on page 10 and those on page 34. These contain certain words that are sometimes mispronounced.

°All pupils who have made no mistakes in pronouncing both lists of words may now rise and remain standing while the class gives three cheers for them: "Hurrah! hurrah! hurrah!"

Correct Usage

Test. On a sheet of paper write the numbers 1 to 24 in a column. Notice the twenty-four numbered blanks in the sentences below and on the following page. Each blank calls for *saw* or *seen*, whichever word is correct. Write your choice for each blank opposite its number on your paper. You can tell whether you have chosen correctly when the teacher or a pupil reads the correct words to the class. Place a cross before each mistake you have made.

1. I have often ___[1]___ rabbits on the farm, and I once ___[2]___ a woodchuck. Has your brother ___[3]___ these animals?

2. He _[4]_ a tame rabbit once, but he has never _[5]_ any running about wild.
3. When I _[6]_ you starting for school, I _[7]_ that you had not _[8]_ me in the car.
4. You _[9]_ the car, but that is all you _[10]_.
5. Where have I _[11]_ that car before? I know I have _[12]_ it before. I _[13]_ it only yesterday.
6. You _[14]_ her, but she _[15]_ only the car in which you were riding.
7. You _[16]_ her, and you _[17]_ her mother, but her mother has never _[18]_ you.
8. Have you _[19]_ my pencil? Where have you _[20]_ it?
9. You _[21]_ it before I _[22]_ it.
10. When I _[23]_ it you had already _[24]_ it.

Drill in Correct Usage. If the test shows that you need drill in the use of *saw* and *seen*, read again and again the sentences above, choosing the correct words as you read aloud, until you can do so both easily and rapidly, speaking each word distinctly. Perhaps the teacher will time your best reading. A good time record means that the right words come quickly to your lips.

25. Talking about Thanksgiving Day

Soon Thanksgiving Day will be here. It is the day when we think of all the things that make us happy. There are so many that we say "Thank you." Let us talk about the happy "Thank you" day.

STUDY

Prepare yourself to talk about Thanksgiving Day by silently reading the following questions. Silently answer each question. When you are doing these things you are studying.

1. What do people do on Thanksgiving Day?
2. Can you remember what you did last Thanksgiving Day?
3. What will you do when Thanksgiving Day comes again?
4. Do you think turkeys, geese, and chickens like Thanksgiving Day? Why?
5. Can you think of some things to be glad about? Perhaps this list will help you think of something else:

a. good health
b. good teeth
c. Father and Mother
d. warm clothing
e. many playthings
f. pet cat or dog

Speaking. Tell your classmates one reason for saying "Thank you." Tell them you are glad that Thanksgiving Day is coming. You may say:

> I say "Thank you" because my father and mother are alive and well. I know one little boy who has no mother. I feel sorry for him.

Or

> I am glad that Thanksgiving Day is coming. On that day we always go to our grandfather's house for dinner. I like our grandfather and I like the dinner.

Writing. Write *Thanksgiving Day*. Some of the pupils who have written it correctly and well on their papers may write it on the board.

26. Reading a Poem Aloud

Listening. As the teacher reads the following poem to you, see the sleigh going along the snow-covered road. Can you hear the sleigh bells? Can you see your grandfather's farmhouse? Can you see your grandmother at the window? Can you see the pudding and the pumpkin pie when you get inside the house? Hurrah for the pumpkin pie!

Thanksgiving Day

Over the river and through the wood,
To Grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood —
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the wood,
And straight through the barnyard gate.
We seem to go
Extremely slow,
It is so hard to wait!

THANKSGIVING DAY

Over the river and through the wood —
Now Grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin-pie!

LYDIA MARIA CHILD

Reading. First read the poem to yourself and make sure that you know exactly what the following words mean. Can you give another word for each of them?

wood	bites	dapple-gray
drifted	play	hunting hound
stings	spy	extremely

Then read the poem aloud to your classmates. As you read make the horse trot, make the bells ring, and make your classmates see the pumpkin pie.

Learning the Poem. 1. When you can say the poem without looking at the book, a team of six pupils may go to the front of the room. The team will recite the poem, each pupil saying one of the six parts, or stanzas.

2. Several teams may recite the poem. Last of all a star team may recite it. The star team is made up of the six pupils who did the best reciting.

27. Pronouncing Correctly

Listening. As the teacher reads the following words aloud, notice the guide words. These are in the parentheses. They will help you to remember the correct pronunciation.

1. eleven (we seven)
2. did you (NOT didja)
3. don't you (NOT donchew)
4. won't you (NOT wonchew)
5. give me (NOT gimme)
6. let me (NOT lemme)
7. are (car, far, star)
8. were (fur, her, bur)

Pronouncing. 1. Pronounce the words after the teacher. Then read the entire list alone, slowly and carefully.

2. Read the list aloud five times without stopping. Can you do it without a single mistake? Which words give you trouble? Practice those until you can easily say them correctly.

Reading. Read the sentences on page 62 aloud until you can do so easily and rapidly without making mistakes. In these sentences are the words you have just been studying.

1. Don't you know that he won't chew gum?
2. Won't you give me that book or let me see it?
3. Where were our eleven library books? Don't you know? Won't you tell? Why won't you let me know?
4. Did you choose the right number or don't you know yet?
5. Won't you tell me how far these cars are from the library?

28. *Game:* "Who Did That?"

A pupil stands before the class with his eyes covered. From somewhere in the room a classmate tosses a ball of paper at him. He hears it fall on the floor and says, "Who did that?" Another pupil answers, "You have five guesses."

Then the first pupil guesses. He says: "Charles did it." "Albert did it." "John did it." "Martha did it." "Helen did it." If he guesses right, he may be blindfolded again and play another round of the game. If he guesses wrong, he chooses a pupil to take his place, and the game begins again. So it goes on as long as there is time to play.

A SCHOOLROOM GAME

29. Beginning to Learn Letter Writing

There is another and perhaps more interesting way of playing the game of asking and answering questions. See how Frank and Will played it:

Dear Will:
Where does the cloth come from that is used in making our suits?
Frank

Dear Frank:
Some of the cloth in our suits is made of the wool of sheep. Some of it is made of cotton.
Will

Before beginning to play the game, you must know how to write letters like the two above. The **Study** on the following page will help you learn how to do this.

STUDY

1. To whom is the first letter written?

2. Do you see that little mark (:) after the words *Dear Will*? That is called a **colon.** The words *Dear Will* are the **greeting.** Always write a colon after the greeting.

3. After the words *Dear Will*, what is the first word in that letter?

4. Do you see that the line beginning with *Where* is written a little *in* from the other lines of the letter? It is *dented in* a little. This line should always be written so. It should be *dented in*, or *indented.*

5. Is the first line after the greeting in the second letter indented?

6. Do you see where the writer of a letter writes his name?

7. Notice the wide margin, or border, around each of the two letters. The writing does not begin at the very edge of the paper. The writing does not go to the very edge of the paper. Always leave plenty of room around what you write, just as has been done in those two letters.

Copying. To make sure that you know how a letter is written, copy Frank's letter to Will. Some pupils may copy on the board. They should draw lines on the board to show the edges of their letters.

Correction. The class will look at the letters on the board to see whether they might have been copied better. If any mistakes are found these should be corrected. When this is done, look at your own letter for the same mistakes and correct them.

°**Copying.** If you made several mistakes when copying Frank's letter, it will be well for you to copy Will's letter also, and to look your copy over for mistakes. Then you will be ready to play the game in the next lesson.

30. *Game:* Writing Questions and Answers

Half a dozen pupils will go to the board, and each will draw a figure like this large enough for his letter. His letter is a question that he wants a classmate to answer. It is written like Frank's letter to Will, in the last lesson.

When all the letters have been finished, the class will look them over to see whether they are correct. The class will look for these things:

1. Is there a wide margin between the writing and the edges of the letter?
2. Is the greeting followed by a colon?

3. Is the first line after the greeting of the letter indented?

4. Is the writer's name written where it should be?

5. Is it easy to read the writing?

6. Are there any mistakes in spelling?

7. Has the right mark been placed at the end of each sentence?

When all mistakes have been corrected, the answers to these letters will be written by the pupils whose names are given in the greetings. Then other groups will write on the board.

31. Writing a Letter to Santa Claus

What do you hope Santa Claus will bring you for Christmas? Perhaps he does not know what you would like best of all. Will you write him a letter?

Other children have sent these:

Dear Santa Claus:
Please bring me a new sled. The old one is broken. Thank you. I try to be good.
Fred Smith

Dear Santa Claus:

Will you please bring me a big doll? I like a doll with brown eyes.

Dorothy

Dear Santa Claus:

Please bring me a pair of skates. Please bring Brother Will a rubber ball. He cannot write.

Fanny Brown

STUDY

Silently study the following, answering each question:

1. Which of the three letters do you like best?
2. Which letter is most polite?
3. Which letter is most unselfish?
4. Which letter looks best? Can you tell why?
5. Has each of the three letters a margin around the writing?
6. Do you see that Dorothy's letter does not look well all crowded to the top and to

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the edge of the paper? See how wide a margin she has at the bottom of the paper and no margin anywhere else.

7. Do you see a little mark (:) after *Dear Santa Claus* in each letter? You have already learned that the greeting of a letter must be followed by this mark, called a colon.

8. Do you see that the word *Please* in Fred's letter begins a little to the right of the other lines in the letter? You already know that the first line after the greeting should be indented.

Copying. Show that you are ready to write a letter to Santa Claus by copying Fanny's letter without making a mistake. °Can you copy Dorothy's and make it look right?

Correction. Read your copy over and look for mistakes. Perhaps a classmate will help you.

Writing. Write your letter to Santa Claus. Ask him to bring you whatever you would most like to have. Give the finished letter to the teacher or to your father, who will mail it to Santa Claus. It must reach him before he harnesses the reindeer to his sleigh and begins his journey to the homes of all the children in the world.

32. Telling about Your Christmas Presents

School has begun again after the Christmas vacation. Everybody wants to know about everybody else's presents.

Listen to John's Christmas story:

> I got a puppy, a pair of woolen mittens, a book, some pencils, some colored chalk, some candy, and a few other things which I cannot remember.

STUDY

1. About which of John's presents do you wish he had told more?
2. Would it have been more interesting if John had told more about the puppy?
3. Did John tell anything about any one of his presents?
4. About which one of your presents will you speak?

When John saw that his Christmas story was only a list, the teacher and his classmates helped him to tell a more interesting story. The pupils all wanted to hear about the puppy. "That's the present to talk about," said the teacher. "Never mind about the others."

When John spoke again this is what he told the class:

> Did you ever get a Christmas present that was alive? Santa Claus brought me a number of things, but best of all was the present that was alive. It was a little curly brown terrier puppy with a baby bark.

The class said John's beginning sentence made you wish to hear more. That is what a beginning sentence should do. When you hear John's beginning sentence you wonder how a Christmas present could be alive. But John does not tell until the last sentence. You do not know the surprise until he is five words from the end of his story.

Speaking. Tell your classmates which one of your presents you were most glad to receive.

PRACTICE

The class will talk your Christmas story over.

1. Was it an interesting story?
2. Did it have a good beginning sentence?
3. Did you tell about one thing and stick to that?

4. Did you speak loud and distinctly enough for all to hear you?

5. Did you stand squarely on both feet and look at the class in a friendly way?

The class will answer those five questions for you. Think the answers over. Then tell your story again. The class will listen to see whether you make the same mistakes.

33. Getting Rid of *and's* that Are Not Needed

Some pupils use too many *and's*. They speak like this:

I went to the farm yesterday *and* I saw a horse *and* some cows *and* a flock of chickens.

How much better it sounds to say:

I went to the farm yesterday. I saw a horse, some cows, and a flock of chickens.

Game 1. A pupil rises in his place and asks a classmate, "Louise, what are three things that you like to eat?"

Louise answers, "I like to eat candy, cake, and ice cream."

Then Louise asks, "Sarah, what are three things that you like to eat?"

Sarah answers, "I like to eat chicken, brown bread, and sauerkraut."

So one pupil after another asks a classmate the same question.

Each pupil names three things in his answer, but he uses only one *and*. He does not say, "I like to eat chicken *and* brown bread *and* sauerkraut." Two *and's* are not needed here. One *and* is enough. If a pupil uses two, that counts against him or against his side, if sides have been chosen for the game.

Game 2. A pupil rises and says to a classmate, "Benjamin, please tell me your full name and your age."

Benjamin must answer in two sentences. He must not say, "My name is Benjamin Smith, and I am nine years old." He must leave out that *and*. He must say, "My name is Benjamin Smith. I am nine years old."

At the end of the first sentence he must drop his voice and make a short pause before beginning the second sentence.

Now Benjamin asks the question. Another pupil answers. The answer must always be in two sentences. No *and's* are allowed.

34. Studying Sentences

Notice the following groups of words:

1. my white cat
2. bought a new hoop
3. A bird is hopping on the ground.

Only the third group is a sentence. When you read it, it tells you something. It makes sense.

The first group is not a sentence. It is only part of a sentence. You do not know what the rest of it is, but you can make up the rest of it. You can say:

My white cat is very pretty.

Or

My white cat is washing her face.

These are sentences. They tell something. They make sense. They are finished.

In the same way you can see that *bought a new hoop* is not a sentence. It is not finished. It is only a part of a sentence. By adding other words you can change it to a sentence. You can say:

My sister *bought a new hoop.*

Or

The little boy next door *bought a new hoop.*

Speaking. The numbered groups of words below are not sentences. Each one needs a few more words. Add enough words to change each group into a sentence.

1. curly brown puppy
2. present from my mother
3. a very pleasant surprise
4. heard the reindeer outside
5. heard a noise in the chimney
6. a doll with yellow hair and blue eyes
7. very happy
8. stood in a row
9. three laughing children
10. pounded on the front door
11. a fat and jolly old man
12. her new roller skates
13. his baby brother
14. the faithful old watchdog
15. sings from morning till night

°**Writing.** Write one or more of your finished sentences on the board. Remember these things:

1. **Every sentence should begin with a capital letter.**
2. **A sentence that tells something should end with a period.**
3. **A sentence that asks something should end with a question mark.**

35. Using Polite Words

Some people are polite. Others are not. Why not? Some of them do not know any better. They have never learned to be polite. They have never learned how to speak politely. If you learn the following polite words and groups of words, they will help you to speak politely.

1. Please
2. If you please
3. Will you kindly
4. Thank you
5. I am much obliged
6. It's very kind of you
7. Excuse me
8. I beg your pardon
9. I'm sorry
10. Pardon me

Pronouncing. Pronounce each of the ten numbered words or groups of words as the teacher pronounces them to you. Then read the entire list in a clear and pleasant tone of voice. Read it several times until you can say it very easily.

In school the children sometimes play being polite. Each asks another to do something; as, to tell what time it is. He asks this very politely indeed and in a very pleasant tone of voice. The other pupil answers in the same polite way.

So, Fred may say:

John, will you please tell me the time?

Or

Please tell me what time it is, John.

Or

Will you kindly give me that book, John?

Or

Give me that piece of chalk, John, if you please.

John may say:

I'm sorry, Fred, I don't know the time.

Or

Excuse me, Fred, but I need the book myself now.

Or

I can't reach the chalk, Fred. I'm sorry.

Or

Certainly, Fred; here it is.

Then Fred may reply:

Thank you, John.

Or

I am much obliged, John.

Or

It's very kind of you, John.

Dramatization. Ask a classmate to do one of the following things for you:

1. To give you a book, a sheet of paper, a pocketknife, or something else
2. To open the door or window
3. To tell which direction is North
4. To tell you the name of the leading grocery, bakery, meat market, or laundry in your town
5. To tell you whether your face is clean, what time it is, when recess begins, or something else

In every question and every answer use one of the polite words or groups of words in the list beginning this lesson.

36. Writing a "Thank You" Letter

You have been telling the class how good Santa Claus was to you on Christmas Day. He would surely be pleased if you told him so, too.

The following are two "thank you" letters that two children wrote:

Dear Santa Claus:

I want to thank you for the curly puppy you gave me. He was a big surprise.

John Stone

Dear Santa Claus:

I thank you for the doll and the set of dishes. I am sorry I did not send you a present.

Fanny Brown

STUDY

Working silently at your desk, read and answer the following questions:

1. Has each of the two letters above a wide margin?

2. Do you see the colon after "Dear Santa Claus"?

3. Is the first line after the greeting of each letter indented, as it should be?

4. What are the names of the writers of these letters?

5. Does every sentence begin with a capital letter?

6. Does every sentence end with the right mark?

Test. Do you know how to write a letter without mistakes? Prove it by copying John's or Fanny's letter. Look for mistakes. The six questions above will help you find them.

Writing. 1. Now write your "thank you" letter to Santa Claus. Before you send it off, read it over for mistakes. Use the six study questions on page 80. Perhaps a good plan would be to have a classmate help you.

°2. If you found it easy to write a good "thank you" letter to Santa Claus, you may write one to your father or mother.

37. Using *did* and *done* Correctly

See these two columns. One shows *did* and *done* used correctly; the other shows the two words used incorrectly.

RIGHT	WRONG
1. I *did* it.	**1.** I *done* it.
2. He *did* it.	**2.** He *done* it.
3. I *have done* it.	**3.** I *have did* it.
4. He *has done* it.	**4.** He *has did* it.

It is correct to use *done*, but incorrect to use *did*, with a helping word such as *have*, *has*, or *had*. Never use a helper with *did*.

Perhaps the following little jingle will make it easy for you to remember this rule:

> *Did* is mighty, *did* is strong,
> Helping words with *did* are wrong.
> *Have* and *has* help feeble *done*,
> Take *done's* hands, and help *done* run.

Drill in Correct Usage. As you read the following sentences fill the blanks with *did* or *done*, whichever one you think correct. Read slowly in order to make no mistakes. Later you may try for speed. Then the teacher may time you.

1. What have you ___[1]___? Have you ___[2]___ your work?
2. You ___[3]___ it very well yesterday. John ___[4]___ his work well.
3. He ___[5]___ what he had often ___[6]___. He ___[7]___ his work before he went out to play.
4. I have sometimes ___[8]___ that. I ___[9]___ it yesterday.
5. Has she ___[10]___ her lesson? She ___[11]___ it this morning.

DID is mighty,
DID is strong.
Helping words
with DID are wrong.
HAVE and HAS help
feeble DONE,
Take DONE's hands
and help DONE run.
DID
DONE
HAD
WAS
HAS

MIGHTY DID

6. What else has she ___[12]___ today? Has she ___[13]___ anything else? She ___[14]___ nothing else yesterday.
7. We ___[15]___ our work before you ___[16]___ yours.
8. Who ___[17]___ this? Who has ___[18]___ the fourth example?
9. Have you ___[19]___ the third? Has he ___[20]___ the second?
10. Who ___[21]___ that? Who has ___[22]___ his lesson?

38. *Project:* Making a Birthday Calendar

Some children once made a birthday calendar. Below, you can see one made by a little girl.

January	6	Mother
February	4	Uncle Fred
March	25	Father
April	16	Fanny Brown
May	2	Rover
June	9	Tom White
July	18	Aunt Martha
August	20	Uncle Philip
September	1	Dolly
October	31	Cousin Jim
November	4	Pussy
December	27	I myself

STUDY

Silently read and answer the following questions:

1. In the left-hand column in the calendar on page 84 what do you see?

2. Are all the months there? Read the names and see. How many are there?

3. What do you think the numbers in the second column of this birthday calendar mean?

4. What do the names in the third column mean?

5. Can you find the second day of May in this calendar? That is Rover's birthday. Rover is the little girl's dog.

6. Can you find her doll's birthday?

7. Can you find her kitty's birthday?

8. When was the little girl herself born?

Reading. Let us call the little girl Hattie. Read the birthday calendar in this way:

January 6 Hattie's mother was born.
February 4 Hattie's Uncle Fred was born.
March 25 Hattie's father was born.
April 16 Hattie's friend Fanny Brown was born.

And so on. When you read the month *February*, remember that this name has two *r's*. Pronounce them both.

Writing. Make a birthday calendar. Write in it, as Hattie did in hers, as many birthdays of friends and classmates as there is room for. Spell the names of the months correctly. When your calendar is finished, you may be asked to hang it on the wall of the schoolroom. Later on you may take it home.

Correction. It will not do to have mistakes in your calendar if it is to hang on the wall.

1. Read the names of the twelve months again to see whether you have written each correctly.
2. Have you made a straight column of the months? Is your other column straight?
3. Is your handwriting clear?
4. Is your sheet of paper clean or are there finger marks on it?
5. Does every name of a month and every name of a person begin with a capital letter?

PRACTICE

°Perhaps if you have time enough the teacher will give you a sheet of white cardboard for a new birthday calendar, a better one. Perhaps you will draw a flower in each corner with colored crayola.

° The sign o means optional. See explanation in Teachers' Manual.

39. *Project:* Making a Play, "Which Is the Best Month?"

STUDY

Have you learned to study? Studying is finding out about things. Studying is making up one's mind what to say or to write. Of course every speaker and writer must learn to do these things. The following questions will help you to study, and they will help you to learn to study. Silently read and answer them, and so prepare for the speaking that follows.

1. Which month brings the pleasantest weather?
2. Which month brings Christmas?
3. Which month brings your birthday?
4. Which month brings skating?
5. What do some of the other months bring?

In a certain school each pupil chose one of the months. One boy chose October. When October was called he arose and said:

> I am October. See my suit of brown, yellow, and red. I bring the falling leaves, the nuts, and the pumpkins.

A girl chose February. She said:

> I am cold February. See the snow on my coat. I bring frozen ponds for skating and snow-covered hills for coasting.

Speaking. Which month will you be? How do you look? Are you all bundled up, with snow on your clothes, or are you wearing a summer hat and carrying flowers? What do you bring?

Tell who you are, how you look, and what you bring. Tell those three things and nothing else.

Which Is the Best Month?

This is a little play. A pupil is chosen to be the queen of the year. She goes to the front of the room and says:

> There are twelve months in the year. Which is the best one? Come forward, January, and tell about yourself. Are you the best? If you are, I will have you for my bodyguard.

January comes forward and tells why he is the best. He makes the same speech that he made about himself before. He tells how he looks. He tells what he brings. Then he stands aside and waits.

Again the queen asks which is the best of the twelve months. She says what she said before, but now she asks February to come forward. February now tells about himself. So each of the twelve months comes to the front of the room and tells about himself. If you go to a small country school and your class has only two or three pupils, you will have to be several months. Will you choose all summer months, all winter months, or what?

When all the months have spoken, the queen says:

> The twelve months of the year have spoken. Which is the best? Each month says it is the best, but I think you are all good, each in his own way. I will have you all for my bodyguard.

Then she leads a march around the room.

40. Reading a Poem Aloud

Was it not comical that each of the months should think himself the best? One month thought, "I am the best because I bring summer." Another thought, "I am best, because I bring winter." But the queen thought: "Summer and winter both are good. Winter is not so warm as summer, but summer is not so cool as winter. Both are good."

So it was when a mountain and a squirrel had a quarrel. The mountain thought he was better because he was bigger. The squirrel said, "You are big; but if I am not so large as you, you are not so small as I."

The mountain said: "I can carry forests on my back. Can you do that?"

"No," said the squirrel; "but I can crack nuts. Can you do that?"

Listen to their quarrel as the teacher reads:

THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig."
Bun replied,

"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON

STUDY

As you study the poem, silently read and answer each of the following questions:

1. Why did the mountain and the squirrel have a quarrel?

2. Why did the mountain look down upon the squirrel?

3. What can a mountain do?

4. What can a squirrel do?

5. Would it not be too bad if we had no mountains?

6. Would it not be too bad if we had no squirrels?

Word Study. Are there some words that are new to you? Ask the teacher about them. Can you tell what each of the following means?

quarrel	doubtless	occupy	differ
former	sphere	spry	wisely
latter	disgrace	talents	carry

Speaking. Tell the story of the quarrel between the mountain and the squirrel. The class knows the story, too, and everybody will listen to hear whether you tell it right.

Playing the Story. 1. Three pupils go to the front of the room. One of them plays he is a mountain. He talks to a classmate who is a squirrel. He tells the squirrel why mountains are better than squirrels. The squirrel answers. When they are through with their quarrel the third pupil, a hunter who heard their talk, tells the two why they are both good.

2. Several pupils may go to the board. They play that they are mountains. Each mountain writes on the board one thing which he can do that a little thing like a squirrel cannot do. The class watches to see that these big mountains make no mistakes in spelling or in writing sentences.

3. When the mountains have taken their seats, a number of squirrels will go to the board. Each squirrel will write one thing that a little squirrel can do. Again the class will watch to see that no mistakes are made in spelling or in sentence writing.

Reading. After reading the poem to yourself several times for practice and enjoyment, read it aloud to give your hearers pleasure.

°**Learning the Poem.** Some pupils will wish to learn the poem. Then they can go before the class and speak it.

41. Reading and Writing Dates

Here are three dates:

February 22, 1732
July 4, 1776
November 11, 1918

These dates are read like this:

February twenty-second, seventeen-thirty-two
July fourth, seventeen-seventy-six
November eleventh, nineteen-eighteen

Notice the mark (,) in each date between the day of the month and the year. This mark, as you probably know, is called a **comma**.

Copying. You will need to know how to write dates for the letter writing that you will soon be doing. For practice, copy the following dates. As you copy each one, say it to yourself. Remember the two *r's* in *February* when you say that name.

January 6, 1930 (nineteen-thirty)
February 12, 1809 (eighteen-nine)
March 25, 1873 (eighteen-seventy-three)
August 20, 1883 (eighteen-eighty-three)
October 12, 1492 (fourteen-ninety-two)
December 27, 1909 (nineteen-nine)

Correction. Compare your copy with the book. Look to see whether you have made mistakes

(1) in the spelling of the name of the month;
(2) in leaving out the comma that must never be left out of a date.

Dictation. This is like a game. Several pupils write on the board the dates that the teacher reads. The other pupils write the same dates on paper at their desks. Then everybody looks for mistakes. When these have been corrected, other pupils go to the board and write other dates.

42. Telling the Story of a Picture

See the excitement in that picture! A window has been smashed. It is easy to tell who did it. Let us go nearer and see what will happen.

STUDY

As you study the picture, silently read and answer the following questions:

1. What name will you give the unlucky boy who threw the snowball? What names will you give the other two boys?

2. Has anybody in the house seen what happened and who did it? Perhaps there is nobody at home?

3. Perhaps there is somebody in the house, waiting behind the curtain to see what the boys will do?

4. Do you think one of the boys wants them to run away before the owner comes out? Would this be a good plan? Could the boys probably get away before the owner saw them?

5. Do you think the boy will be brave enough to go to the door of the house, ring the bell, and tell the owner that he broke the pane of glass?

6. How do you think this will end?

The whole story from the beginning can be told in three parts, as shown on page 96:

OUTLINE OF THE STORY

I. How the accident happened; what the boys were doing; who threw the snowball.
II. What the boy's friends told him to do; what he decided to do.
III. What happened then; how the story ended.

Speaking. A team of three pupils may go to the front of the room to tell the story. Each pupil will tell only one of the three parts.

Class Conversation. The class will listen with much interest. When you and the other two story-tellers have finished, the class will talk about your story. Perhaps your classmates think you are altogether mistaken about three things:

1. How the accident happened
2. What the boy will do
3. How the story will end

Other teams of three story-tellers will go to the front of the room and give their ideas of these things. At the end the class will say which is the best story. Then the class can make up a name for the story.

43. Pronouncing Correctly

On the ladder along the side of this page are the words you have been learning to pronounce.

Review and Test. Begin at the bottom of the ladder and climb as high as you can. The class will stop you when you pronounce a word incorrectly. Perhaps by climbing carefully you can reach the top. Then climb a second time but faster, to show how quickly you can reach the top. Perhaps the teacher will time all fast climbers. Who will be the fastest of all?

Listening. Notice how the teacher pronounces the *ing* part of the words on the following page. That *ing* is said just like the *ing* in *sing* or *ring* and NOT like *in*.

28 were
27 are
26 let me
25 give me
24 won't you
23 don't you
22 did you
21 eleven
20 hundred
19 February
18 library
17 because
16 yesterday
15 yes
14 while
13 why
12 which
11 when
10 where
9 what
8 three
7 again
6 saw
5 our
4 just
3 get
2 catch
1 can

1. going	8. harnessing	15. running
2. saying	9. polishing	16. scolding
3. telling	10. repairing	17. watching
4. reading	11. talking	18. coming
5. writing	12. walking	19. singing
6. figuring	13. laughing	20. ringing
7. reciting	14. crying	21. something

Pronouncing. Try to pronounce the twenty-one words without a single mistake. Practice until you can pronounce them easily and rapidly.

°44. Review

Dates

Writing. 1. Write your name, under that your address, and under that the date of your birth. Do you remember how to write a date? See page 93.

2. Write twelve dates, each in a different month. Do you remember how to spell the names of the months? See page 84.

Courtesy

Speaking. 1. Politely ask a classmate one or more of the following:

° The sign **o** means optional. See explanation in Teachers' Manual.

1. To lend you a pencil, a book, a sheet of paper.

2. To tell you the time, the name of the street on which he lives.

3. To help you correct a letter, carry a heavy package, open a window.

2. The classmate will give you a polite reply.

Letter Form

Writing. Write your polite request in a short letter to your classmate. Do you remember about the colon after the greeting in a letter and about the indention of the first line? See page 65.

Pronouncing

Reading. Climb the ladder on page 97, and read also the twenty-one words on page 98.

Sentences

Reading. Read the following paragraph omitting all *and's* that are not needed. Drop the voice at the end of each sentence, and make a pause before beginning the next sentence.

Sometimes birds will come to the same place year after year and it is pleasant to

see them again and again. And some people make bird houses and the birds like these and the birds will come back to them one spring after another. And some bird houses are made of wood and some are made of tin and some are made of cement.

Writing. Copy the paragraph above, remembering to use no *and* that is not needed, to begin each sentence with a capital letter, and to follow each sentence with the correct punctuation mark.

Correct Usage

Test. On a sheet of paper write the numbers 1 to 22. Opposite each write the correct word from the parenthesis of the same number in the following sentences:

1. He (**did** [1] **done**) a trick that I never (**seen** [2] **saw**) before.
2. I (**saw** [3] **seen**) him when he (**done** [4] **did**) it.
3. I have not (**saw** [5] **seen**) him do it again.
4. Have you (**saw** [6] **seen**) what she (**did** [7] **done**) for her mother?
5. If you have never (**saw** [8] **seen**) her work, you have not (**seen** [9] **saw**) the best work any one has (**done** [10] **did**) in this room.

6. No one has (did [11] done) as good work as she (did [12] done) when she (done [13] did) that.

7. He (seen [14] saw) us when we (did [15] done) our work.

8. When we (seen [16] saw) him he had (done [17] did) nothing.

9. When he (saw [18] seen) us we had (did [19] done) much.

10. "I never (seen [20] saw) you when you (did [21] done) such hard work," he said when he (saw [22] seen) us.

Drill in Correct Usage. Does the test show that you need further drill in the correct use of *saw*, *seen*, *did*, and *done*? Then read again and again the sentences above, choosing the correct words as you read aloud, until you can do this rapidly. Make the correct words come to the tip of your tongue the moment you need them, without keeping you waiting. Practice will do this. When you have practiced awhile reading the sentences aloud and choosing the correct forms, perhaps the teacher will time your reading.

° Pupils who can read the sentences correctly the first time need no drill. They may help other pupils practice, or they may do some other piece of work in English that the teacher will give them. Perhaps, in two or three sentences, they will tell their classmates a story about something they have been doing.

45. *Project:* Making Valentines

In one schoolroom several days before Valentine Day a box was placed on the teacher's desk. It was like a mail box. Into this each pupil dropped the valentine he had made for a classmate. When the day of the celebration came the box was opened, and each pupil received the valentine some other pupil had sent him.

In that school the pupils made their own valentines. They cut a piece of paper or cardboard to the size of a post card. On the back of the card each pupil wrote the name of a classmate. On the front of the card each drew with crayola some pretty flowers and perhaps made a border along the edge. In the middle the pupil wrote, in his best handwriting, a short friendly letter like the following:

February 14, 1930

Dear Gerald:

On Valentine Day I send you this little friendly greeting.

Alfred Morse

STUDY

Working alone, read and answer the following questions or study them quietly with a classmate:

1. To whom will you send a valentine?

2. Do you see where the date is written in Alfred's valentine to Gerald? Do you see that it begins about halfway between the right and left edges of the card?

3. Do you see the colon after the greeting?

4. Do you see the indention of the first line?

5. Do you see that the writer's name begins about halfway between the right and left edges of the card, just like the date?

6. Do you like the wide margin between the writing and the edge of the card?

Writing. When you have cut out the card for your valentine and made it pretty with

colored chalks, write a short friendly letter on it like Alfred's. If you wish you may copy all of Alfred's except the names. Write the name of your friend on the other side of the card. Spell it correctly.

Correction. Compare your valentine with Alfred's. If you alone can find no mistakes in your letter, ask a classmate to read it over with you. It must not be put into the schoolroom box unless it is correct in every particular. Who wishes to send a valentine that has mistakes?

°Perhaps you would like to make a valentine for another classmate. Some pupils send valentines to three or four friends. If there is time after you have made and corrected your first one, make as many more as you can do well. Only a well-made and well-written valentine will please your friend.

46. Spelling Troublesome Words: *hear*, *their*, *wear*, *our*, *to*

1. I *hear* with my ear.
2. This is *our* sour-apple tree.
3. What should a bear *wear*?
4. He was *their* son and heir.
5. I am going *to* go *to* town.

STUDY

1. Do you see that *hear* is *ear* with the letter *h* before it?

2. When you say *our sour-apple tree*, why is it easy to remember how to spell *our*?

3. A bear wears a big fur coat. What else should he wear? But if you remember that silly question, how will it help you to spell *wear* correctly?

4. Do you know what an *heir* is? He receives the money left by his father and mother when they die. First it is *their* money, then it is his money. Do you see that *their* is *heir* with a *t* before it?

5. In the fifth sentence how is the word before *go* spelled? How is the word after *go* spelled?

Copying. Copy the five sentences at the beginning of this section. As you write the five words *hear*, *our*, *wear*, *their*, and *to*, note the spelling. This will prepare you for the following test.

Test. 1. Write the five sentences again, but this time without the book, as the teacher reads them to you. After you have written them, open the book and see whether you have spelled each of those five troublesome words correctly. This is half the test.

2. Write the following sentences as the teacher reads them to you:

1. Can you *hear our* boys blowing *their* horns?
2. Shall we *wear our* best hats *to their* party?
3. *Their* cat would not eat *our* sour milk.
4. With one ear I can *hear their* cat in *our* sour-apple tree.

°**Writing.** Several pupils go to the board. Each writes a question. The question must have in it one or more of the five troublesome words you have been studying. The class watches for mistakes. When all mistakes have been corrected, several other pupils go to the board and write answers to the questions.

47. The Names of the Days of the Week

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

STUDY

To prepare yourself for the test below, silently read and answer the following questions:

1. Does the name of each of the days of the week begin with a capital letter?

2. Which three names are very easy to spell?

3. Which of the seven names is it hard for you to spell?

4. Can you close your eyes and say the seven names?

5. As you say each of the seven names can you see how it is spelled?

6. Do you say *Tuesday* like *choose-day* or *tooze-day* or to rime with *fuze-day*? It should be said to rime with *fuze-day, not* like *choose-day* or *tooze-day.*

Test. Close the book and write the names of the seven days of the week. Then compare with the book what you have written and look for mistakes. If you have misspelled a name, write that name several times to learn the spelling.

48. Talking about Winter Fun

In a certain school the teacher asked each pupil to tell one thing he had done on a winter day.

Walter said, "One day this winter I shoveled the snow off our walk."

"Yes," answered the teacher, "that's an interesting beginning, but have you something more to say?"

After a moment Walter added, "And I went skating on a little pond near our house."

The teacher smiled and looked at the class. Hands flew up. Sarah said, "Walter began his sentence with *and*."

"Yes; he should not have done that," agreed the teacher. "But there was something worse."

"He talked about two different things," exclaimed Tom. "He began with shoveling snow off the walk, and he ended with skating. He did not stick to his subject."

"That's it," said the teacher. "Walter did not stick to his subject. He talked about two different subjects. He should have stuck to snow shoveling and told us more about that. We want to hear more about that."

Walter thought a moment, then he told this story:

> One day this winter I shoveled the snow off our walk. The snow shovel was big, and I did not finish until nearly supper time. Oh, how hungry I was.

Walter's classmates liked his story.

WINTER FUN

The teacher said: "You see, children, that Walter's beginning sentence tells us his subject — shoveling snow off the walk. The rest of his talk tells us more about the same subject. It tells us that the shovel was big. Walter had to work hard to get that snow off, even if the walk was short. Of course the snow shoveling made him hungry."

STUDY

1. What are some of the things you have done on winter days, and about which one do you think the class would like to hear?

a. Taking baby out on a sled
b. Taking the dog out for a run
c. Coasting
d. Watching the snowstorm
e. Playing before the grate fire
f. Fishing through the ice
g. Playing with paper dolls
h. Playing with Christmas toys
i. Making pop-corn balls
j. Playing snowball fight
k. Making a snow fort
l. Making a snow man

2. Can you make an interesting first sentence which will tell something you once did on a wintry day?

3. What else will you tell about that same thing?

4. How did it end?

5. Before you tell your story to your classmates, read the following story and notice the interesting beginning sentence. Notice also that the speaker sticks to his subject. Do you like the way he ends his story?

> One day last winter I threw a snowball at a friend. The snowball missed him and knocked a man's hat off. When the man turned around I saw it was my father. Perhaps you can guess how my story ended when we got home.

Speaking. Tell the class something interesting you did one winter day. Tell only about that one thing. Try to make your first sentence promise something more, like the first sentence in the story about the snowball throwing. It must make the class wonder what will happen next.

PRACTICE

Your classmates will listen to your story with interest. They will talk about it and point out the things they liked and the things they did not like. This class talk will answer questions like the following:

1. Did your beginning sentence make the class wonder what would happen next?

2. How could your beginning sentence be changed so that it would promise something more to come after?

3. Did you stick to the subject of your first sentence, or did you tell things that had nothing to do with that subject?

4. Did you speak so that you could be heard easily in every part of the room?

Perhaps you are surprised to learn that you made certain mistakes in telling your story. Now that you know what they are, can you do better? The class will watch to see whether you can, when you try again.

49. Making Interesting Beginning Sentences

In the last lesson you saw that the first sentence of a story should make the hearer wonder what will come next. A good beginning sentence promises something interesting to follow. For this reason the following is a good beginning sentence:

> When we coasted down the Brenner Hill yesterday, I saw a large dog waiting at the foot of the hill.

You wonder what will happen next. Whose dog was it? What was he waiting there for? Was he dangerous? What happened? You see, this sentence promises something to come after. It is an interesting sentence. It is a good beginning sentence for a story.

Exercise. 1. There are ten sentences below. Which would make good beginning sentences? Why? Which would not make good beginning sentences? Why?

1. One day I heard a faint scratching sound right in my desk.

2. I have a pretty white cat at home.

3. A little boy passed our house today wearing a policeman's star on his coat.

4. When I got home from school the other day, my mother was baking something.

5. I like to read storybooks after supper.

6. A friend sent me a pretty valentine last week.

7. When I saw the letter, I thought at first that it was not for me.

8. Yesterday morning our milk bottle stood not at the back door, as usual, but at the front door.

9. When winter ends, the birds will return from the South.

10. When the snow man was all finished, I thought I saw him wink at me.

2. Can you change the poor beginning sentences into good ones?

°**Writing.** Make a promising beginning sentence for a story; write it on the board where the class can read it. Write more than one promising beginning sentence if you can.

50. Counting Sentences

It is easy to count sentences when you can see them, for each sentence begins with a capital letter and ends with a period or a question mark. Counting sentences when you can only hear them is a little harder for beginners.

Game. Ask your classmates to listen and to count the sentences as you read the first numbered paragraph below. The pupil who first gives the correct number may read the second paragraph while the class counts; and so on until all the paragraphs have been read.

1. There were once five and twenty tin soldiers. They were all brothers. They had been made out of the same old tin spoon.

2. They all shouldered their bayonets. They all held themselves upright. They all looked straight before them.

3. All were exactly alike to a hair, except one who had but one leg. He had been cast last of all. There had not been quite enough tin to finish him.

4. When evening came the tin soldiers were put away in their box. The people in the house went to bed. The playthings began to play.

5. They visited, fought battles, and gave balls. The nutcracker turned somersaults. A long pencil jumped about in a most amazing way.

6. Next morning, when the children got up, the one-legged tin soldier was placed on the window sill. All at once the window was opened. Head foremost the tin soldier fell from the third story to the street below.

7. It was a tremendous fall. Over and over he turned in the air. At last he came to a stop. His cap and bayonet had stuck between the paving stones. There he was, his one leg upright in the air.

8. Two street boys came by. "See the tin soldier," cried one. "He must come out and sail in a boat."

9. So they made a boat out of an old newspaper. They put the tin soldier in the middle of it. Away he sailed down the gutter.

10. The gutter became a stream. The stream grew stronger and stronger. The boat dashed on. The tin soldier bravely held on without saying a word.

11. Three or four times the boat whirled round and round. It was full of water and began to sink.

12. Just as the tin soldier thought he would drown, he was swallowed by a great fish. It was very dark in there. Still, the tin soldier kept his courage.

13. He lay calmly at full length in the fish's stomach, shouldering his bayonet as before.

14. What happened next? The fish was caught, taken to market, bought, taken to the kitchen, and cut open by the cook. "The one-legged tin soldier," she cried.

15. He looked about. There was the box with the other tin soldiers. Yes, he was in the same house from which, several days before, he had fallen out of the window.

HANS ANDERSEN, "The Steadfast Tin Soldier" (*Adapted*)

51. Speaking from Dictation

Speaking. 1. Listen again as the teacher reads to you the first sentence from the first numbered paragraph in section 50. Then rise

and repeat it. You need not give the exact words; give the sense, the meaning, in any suitable words that come to you.

PRACTICE

The class will tell you whether you did this correctly while

(1) standing erect and on both feet,
(2) speaking loud enough and distinctly,
(3) dropping the voice at the end of the sentence, and
(4) using no poor English.

If you have not, repeat the sentence again, trying to improve your way of speaking. Try several times, if necessary. It is by this sort of practice that you will learn to speak better and better.

2. In the same way repeat the second sentence from that paragraph; the third. Can you repeat the whole paragraph? Perhaps that is asking too much of you now, but perhaps you can repeat two sentences at a time. Try it and see, but remember this: **better one sentence spoken well than two or three spoken poorly.**

3. In the same way repeat one sentence after another from the other numbered paragraphs.

52. Reading a Poem Aloud

Listen as the teacher reads this poem aloud:

Which Loved Best?

"I love you, Mother," said little John,
Then forgetting his work, his cap went on,
And he was off for the garden swing,
Leaving his mother the wood to bring.

"I love you, Mother," said little Nell,
"I love you better than tongue can tell."
Then she teased and pouted half the day,
Till mother rejoiced when she went to play.

"I love you, Mother," said little Fan.
"Today I'll help you all I can."
To the cradle then did she softly creep,
And rocked the baby till it fell asleep.

Then stepping softly, she took the broom,
And swept the floor and dusted the room;
Busy and happy all day was she,
Helpful and cheerful as child could be.

"I love you, Mother," again they said —
Three little children, going to bed.
How do you think that mother guessed
Which of them really loved her best?

Joy Allison

"BUSY AND HAPPY ALL DAY WAS SHE"

STUDY

Read and answer the following questions:

1. What does little John say? What does he do?

2. What does Nell say? What does she do?

3. What does Fan say? What does she do?

4. Which loves best? Why do you think so?

5. Do you see those little marks (" ") at the beginning and at the end of "I love you, Mother," in the poem?

6. Can you find those little marks elsewhere in the poem? They are used to show that someone is speaking.

Speaking. 1. Tell what the first stanza of the poem says. This is the way one boy told it:

> There was once a little boy named John. He said, "I love you, Mother." Then he went off to the swing and forgot to do his work.

2. Tell what the second stanza says.

3. Tell what the third and fourth stanzas say.

4. Tell what the last stanza says.

Reading. How well can you read the poem aloud? A team of pupils may read it.

53. *Game:* "Where Has Tom Gone?"

A pupil, let us call him Tom, goes out of the room to a large city. He must go to one of the largest cities in our country. Another pupil, let us say Mary, stands at the open door and watches Tom go. Tom has whispered to her that he is going, let us say, to Chicago. The following conversation takes place:

MARY. Where has Tom gone?

JOHN. Has Tom gone to San Francisco, Mary?

MARY. No, John, he has not gone to San Francisco.

FRED. Has Tom gone to St. Paul, Mary?

MARY. No, Fred, he has not gone to St. Paul.

CITIES OF THE UNITED STATES

1. New York
2. Chicago
3. Philadelphia
4. Detroit
5. Cleveland
6. St. Louis
7. Boston
8. Baltimore
9. Pittsburgh
10. Los Angeles
11. Buffalo
12. San Francisco
13. Milwaukee
14. Washington
15. Newark
16. Cincinnati
17. New Orleans
18. Minneapolis
19. Kansas City
20. Seattle
21. Indianapolis
22. Jersey City
23. Rochester
24. Portland
25. Denver
26. Toledo
27. Providence
28. Columbus
29. Louisville
30. St. Paul

SUSAN. Has Tom gone to Chicago, Mary?
MARY. Yes, Susan, he has gone to Chicago.

Then Susan takes Mary's place at the door. Another pupil goes on a journey to another city, and the game begins again. Choose your city from the list on page 121.

Every question and every answer must contain the words *has gone*.

54. Doing and Telling

In a certain schoolroom the pupils played that they were soldiers, horseback riders, buglers, and even different kinds of animals. Each pupil pretended he was one of these, but he did not tell his classmates which. They had to guess that by the way he acted.

STUDY

To prepare for the game, silently read and answer the following questions:

1. If you wished to play that you are a horse, how would you act?

2. If you wished to play that you are a soldier, what are some of the things you would do?

3. How would you show the class that you are a washwoman?

4. How would you show the class that you are a violinist?

5. Which one in the following list will you be in the play?

6. What will you do to make your classmates see what you are? You must say nothing. How will you walk or stand or sit, and what motions will you make with your arms and hands?

a. organ grinder
b. shoemaker
c. newsboy
d. plowboy
e. carpenter
f. lecturer
g. hunter
h. fisherman
i. cook
j. waitress
k. dancer
l. policeman
m. aviator
n. woodchopper
o. doctor
p. dressmaker
q. pony
r. elephant
s. clerk at a soda fountain
t. piano player (NOT a player piano)
u. bicycle rider

Dramatization. Three or four pupils may go to the front of the room and stand in a row; each will play that he is some person or animal. The class will try to guess what each is from what he does. Then other groups of pupils may show what they are. If you go to a school in the country, where classes are often small, you may have a chance to play twice.

Speaking. Go to the front again. This time do not act. Do not make any motions. Only speak. When you speak, tell what you do. If you are a soldier, tell what a soldier does. The class will try to guess what you are from what you say. You must not tell how you look. Tell only what you do.

Before you speak, read these stories told by pupils in another school.

One boy said:

> I am big and strong. I am covered with white fur. I have a long nose. I have four feet. What am I?

The class explained to him that he had not told the right things at all. He had told how he looks. He should have told only what he does. Another boy showed him how to speak. He said:

> I walk on four feet over ice and snow. Sometimes I jump into the cold water for a fish or a seal. Sometimes I float on a cake of ice. What am I?

Another story was:

> I walk slowly up and down the streets. I look this way and that way. I hold up my hand and make automobiles stop, so that people can cross the street. My coat is blue, and there is a silver star on it. What am I?

The class said this boy had made a mistake at the end of his talk. He should not have said, "My coat is blue, and there is a silver star on it." That does not tell what a policeman *does*. That tells what he looks like. The speaker should have left that part out of his talk. Then it would have been good.

PRACTICE

Just as the pupils in that school tried to help their classmates to speak better, so the pupils in your class will try to help you. Note what they say to you. Then practice until you can see that you are speaking better.

°*March*

When everybody has spoken, the class will rise and march up and down the aisles of the

THE TRAFFIC POLICEMAN

schoolroom. As he marches, each pupil will show what he is by what he does. The bugler will blow his make-believe bugle, the fiddler will fiddle, the soldier will shoulder his gun, and the traffic policeman will see that there are no accidents. It is his duty to keep order, so that the fun will not be spoiled.

55. Getting Rid of *and's* that Are Not Needed

The following story is spoiled because there are too many *and's* in it. When *and* is needed, it is right to use it; but when it is not needed, it should be left out of the story.

> On my way to school today I saw something shiny lying on the sidewalk *and* it looked like a quarter *and* I was very glad. I picked it up *and* then I saw it was really a fifty-cent piece *and* I ran back home *and* I told my mother *and* she said she would keep it for me.

Reading and Speaking. 1. Read the story above to the class, not as it is printed, but without the *and's*. Now close your book and tell the story without the *and's*. When you

tell it you may use the words of the book or you may use your own words, but you must not use any *and's* that are not needed.

2. In the same way first read, then with the book closed tell, each of the following stories:

1. My little brother sometimes leans far out of the window *and* Mother has often told him he must not do it *and* he always promises to be good. One day he leaned out too far *and* he began to slip out *and* he gave a loud cry *and* at the very last minute Mother quickly caught his leg *and* that saved him. He was a badly frightened little boy for a long time afterward.

2. My doll can say "Mamma" *and* it sounds like a baby speaking *and* one day I was in a store with my mother *and* I made my dolly say "Mamma" *and* the people near us turned around *and* they looked at my doll *and* I think they thought Dolly was a real, live baby.

3. Some day I am going to make a jack-in-the-box *and* the box will be a very large one *and* the jack will have a head as large as a live person's head *and* when the cover flies open the big head will pop out *and* won't my friends be surprised *and* won't some of them be scared?

PRACTICE

Class Conversation. What are some of the things you should try to do when you tell a story? One is to use no *and's* that are not needed. What are some of the others? Perhaps the teacher will write them on the board as you and your classmates name one after another. Which ones do you yourself need to keep specially in mind? Your classmates will tell you this.

Then, trying to speak better, read and tell one of those stories several times more.

56. Using *went* and *gone* Correctly

In the first column below, *went* and *gone* are used correctly. The second column shows the incorrect use.

RIGHT	WRONG
1. I *went* to town.	1. I *have went* to town.
2. He *went* there.	2. He *has went* there.
3. We *have gone* there before.	3. We *have went* there before.
4. He *has gone* there often.	4. He *has went* there often.

You can see from the sentences above that it is correct to use *gone*, but incorrect to use

went, with such helpers as *have*, *has*, or *had*. Perhaps the following jingle will help you to remember this:

I *have gone*, he *has gone*,
Those are right.
Say *have gone*, say *has gone*,
If you're bright.

Never let helpers get
Close to *went*.
Don't forget: help would fret
Sturdy *went*.

Test. In the sentences on page 131, notice the words written in parenthesis, like this: (**went**[1] **gone**). One of these two words is the correct word for that place in the sentence; the other is the incorrect word sometimes used instead. Notice that each pair of words is numbered.

On a sheet of paper write the numbers 1 to 24. Then opposite these numbers write the correct words from the parentheses. Thus, opposite your 1 write what you think is the correct

word from parenthesis 1; opposite your 2, the correct word from parenthesis 2; and so on to 24. When you have finished and the teacher (or a pupil) reads the correct words, see whether you have chosen correctly for each number.

1. We (**went** [1] **gone**) to his house. We have often (**went** [2] **gone**) there. We (**gone** [3] **went**) there yesterday.
2. "Has George (**went** [4] **gone**) to school?" we asked.
3. George had (**gone** [5] **went**), so we (**gone** [6] **went**) after him.
4. We had not (**went** [7] **gone**) far when we saw him. He had (**gone** [8] **went**) into a store. We (**gone** [9] **went**) in, too.
5. "Where has Tom (**gone** [10] **went**)?" I asked. "Has Tom (**went** [11] **gone**) to town?"
6. Frank (**went** [12] **gone**) with him, but Mary has (**went** [13] **gone**) to the grocery.
7. Have you ever (**gone** [14] **went**) to Sunday school? How many times have you (**went** [15] **gone**)?
8. John has (**went** [16] **gone**) to the fair grounds. Have you ever (**went** [17] **gone**) there? We (**gone** [18] **went**) there once.

9. I (went [19] gone) to town. I have often (went [20] gone) to town. You have sometimes (gone [21] went) with me.
10. We (gone [22] went) together yesterday. Have you ever (gone [23] went) alone? Have you (went [24] gone) often?

°A perfect score in the test shows that you need no further drill in the correct use of *went* and *gone*. Then, while other pupils are drilling, plan to tell a story. Let it be about something that has happened to you.

Drill in Correct Usage. If you need this drill, read the sentences repeatedly, choosing the correct words as you read aloud, until you can do this both easily and rapidly enough to make a good record, if the teacher times your reading.

57. Learning to Telephone Correctly

[MAUD *lifts the receiver to her ear and waits.*]
OPERATOR. Number, please.
MAUD. Harbor 7086 (seven-o-eight-six).
OPERATOR. Thank you.
STRANGE VOICE. H'lo.
MAUD. Is this Harbor 7086?

STRANGE VOICE. Naw. [*Noisily hangs up receiver.*]

[MAUD *hangs up receiver, and after half a minute takes it again.*]

OPERATOR. Number, please.

MAUD. You gave me the wrong number, Operator. Please give me [*speaks very distinctly*] Harbor 7086.

OPERATOR. I'm sorry.

NELLIE. [*Hears the telephone ring and answers in a clear, pleasant, ladylike voice*] This is Harbor 7086.

MAUD. Hello, Nellie. This is Maud. Can you come over this afternoon for a while? I want to show you my new sled.

NELLIE. Oh, I'd like to see it, Maud. I'll ask Mother. Hold the line a minute, please. Mother is upstairs.

MAUD. All right. I hope she'll say Yes. [*Holds the line waiting for* NELLIE *to return.*]

OPERATOR. [*Hearing no conversation*] Operator.

MAUD. We are still talking, Operator.

NELLIE. [*Returning*] Are you still there, Maud? I'm sorry I kept you waiting.

MAUD. Oh, that's all right, Nellie. Are you coming?

NELLIE. Yes. I'll be over in two minutes. Good-by.

MAUD. Good-by. [*Hangs receiver on hook.*]

STUDY

1. Do you like the stranger's way of answering the telephone?

2. How should the stranger have answered?

3. How does Nellie answer the telephone?

4. Why is it better to give your number than to say only "Hello"?

5. Instead of giving her number when she answered the telephone, Nellie might have said, "This is Nellie Jewett," or "Nellie Jewett speaking." Which way do you like better — to give the name or the number?

Telephoning. Let one pupil be Operator, and let two others telephone. Let one ask the other a question, as Maud asked Nellie a question. Any telephone number will do.

What will you telephone about? Perhaps the following suggestions will give you an idea:

1. Find out whether your friend can go down town with you this afternoon.

2. On your way home from school you found a pocketknife. Ask what you had better do.

3. Ask whether your friend believes in fairies, and if not, why not.

4. A pretty little puppy has followed you home. You do not know whose it is. Ask your friend's advice.

5. You have cut your finger. You are alone at home. Ask what you should do.

6. Your neighbor's house is burning. You are at home alone. Ask what to do.

7. There is a man dressed like a soldier knocking at the back door. He does not go away. Ask what you should do, as you are alone in the house.

8. Your canary has got out of his cage. Ask the best way to catch him.

9. Your house is full of smoke. You do not know what makes it. There is no one else at home. Ask what you ought to do.

10. Your baby brother has fallen down the stairway; his nose is bleeding. Ask what to do.

The three may take their places in the front of the room, Operator in the middle. As they telephone, the class listens carefully to make sure that everything is done in the very best way. After three pupils have telephoned, three others may do so, and so on until everybody has telephoned. Each pupil holds a make-believe telephone receiver to his ear.

Are there only two pupils in your class? Then perhaps the teacher will be Operator.

Class Conversation. The following questions will help in finding mistakes:

1. Is the speaking clear enough for every word to be easily understood?

2. Is the speaking in a pleasant tone of voice?

3. Are all three speakers polite?

4. Does the person called to the telephone answer with his own number or simply say "Hello"?

5. Are any words pronounced incorrectly?

6. Are any mistakes made, like using *seen* for *saw*, *done* for *did*, or *went* for *gone*?

PRACTICE

When you have telephoned and have been told how your telephoning could be better, telephone again. Call the same number or answer the same ring as before and have the same talk; this time do everything better.

Speaking distinctly, repeat the following telephone numbers several times, being careful not to run the numbers together:

Thurston	3283	(three-two-eight-three)
Main	1101	(one-one-o-one)
Detroit	2282	(two-two-eight-two)
Back Bay	9119	(nine-one-one-nine)
Elsmere	6790	(six-seven-nine-o)
River	5775	(five-seven-seven-five)

Harbor	1009	State	8282
Bend	4554	Wabash	7979
Niles	9808	Falls	5353

58. Pronouncing Correctly

Listening. As the teacher reads the following list of words aloud, notice that the *have* in *should have* is *have* and not *of*. The word *film* is not *fillum*, and *rinse* is said to rime with *mince* in *mince pie*.

1. ought to
2. might have
3. may have
4. film
5. glad to
6. should have (NOT should *of*)
7. would have (NOT would *of*)
8. could have (NOT could *of*)
9. pleased to (NOT pleesta)
10. rinse (to rime with *mince*)

Pronouncing. 1. Pronounce each of the words above as the teacher pronounces it to you. Then pronounce them all in a clear, ringing, pleasant voice. Pronounce the entire list several times.

2. Read the following sentences. They contain the troublesome words you just studied.

1. I *should have* pronounced *rinse* to rime with *mince*, and I *would have* pronounced *rinse* to rime with *mince* if I had been more careful.
2. I *ought to* have been more careful.
3. You *may have* noticed that I always say *film* correctly.
4. I am *glad to* know the things that I *might have* missed if I had not gone to school.

5. I am *pleased to* know how to pronounce words like *rinse* and *film*. I *could have* pronounced them correctly many times.

59. *Project:* Making a Class Telephone Directory

Five children once made a little telephone directory. Their names were John, Henry, Fanny, Paul, and Maud. They wrote the names in a list. First they wrote *Fanny*, because *F* (the first letter in the name Fanny) comes before *H*, *J*, *P*, and *M* in the alphabet. These letters begin the other children's names. Next they wrote *Henry*; and so on. After each name they wrote the telephone number that each one had chosen for himself. This is the finished list:

Fanny	Main 102
Henry	Harbor 999
John	Square 8724
Maud	Center 33
Paul	Red 2301

While they were making the little directory, they learned that they did not know the

alphabet very well. Which comes first, *F* or *H*? Does *M* come before or after *P*? Such questions they could not answer as quickly as they ought.

Perhaps you do not know the alphabet nearly as well as you may think that you do. Before you begin to make a telephone directory for the class, it will be a good plan to have the following drill:

Drill. 1. Which letter comes first in the alphabet, *S* or *R*? *F* or *L*? *G* or *E*? *W* or *V*? *M* or *U*? *J* or *A*? *D* or *H*? *Q* or *K*? *P* or *R*?

2. Tell where each of the following letters comes in the alphabet:

B, Y, W, D, F, V, S, H, J, Q, N, L

Tell it in this way:

B comes just before *C* and just after *A*.
Y comes just before *Z* and just after *X*.

But it must be said quickly. Anyone can say it slowly.

3. In the same way tell where each of the following letters comes in the alphabet:

C, X, V, A, E, T, R, G, I, K, M, O, P, Q, Z

Making the Directory

Now you are nearly ready to go back to the telephoning. You have had practice in speaking distinctly and in pronouncing correctly. There is only one thing to be done. That is to make a telephone directory.

Project. 1. A pupil who may be called the leader goes to the front of the room. He says, "Is there anyone in the class whose name begins with the letter *A*?"

Perhaps there is a boy named Albert, or some other name beginning with *A*. He raises his hand.

The leader says, "Please go to the board, Albert, and write your name as high on the board as you can reach."

Albert does this. Perhaps he has to stand on a chair when he writes his name. When Albert and the others whose names begin with *A* have returned to their seats, the leader says, "Is there anyone here whose name begins with *B*?"

If there is a girl by the name of Bertha, or Belle, or Beatrice, she writes her name under the *B's*.

Then names beginning with *C* are called for and written on the board; *D*, *E*, and *F* follow; and so on to the end of the alphabet. Now every name in the class is on the board, and all the names are in *A B C* order.

2. Next each pupil makes up a telephone number for himself and writes it opposite his name on the board.

Class Conversation. When the directory on the board is finished, the class will look it over to see how it might have been made better. The following questions will help in this:

1. Are the names in a straight column, one under the other, as they are in a printed directory?

2. Are the telephone numbers in a straight column, as they should be?

3. Is the handwriting easily read?

4. Does every name begin with a capital letter, as it should?

5. Are all the names in the right order? If there are two John's, which one should be written first: *John Adams* or *John Brown*? If there are two Mary's, which one should be written first: *Mary French* or *Mary Fry*?

6. In what other way could the directory be made better?

PRACTICE

°Perhaps it would be a good plan, and fun too, to make another class telephone directory. This time it might be written on a sheet of paper instead of on the board. Several directories might be made on paper. They would prove useful when you are telephoning. Each pupil in turn would write his name on two or three different sheets of paper. Each time a name is written, that pupil's telephone number should be written, too.

The leader, or several leaders, should see that each pupil writes very neatly and has clean hands before he begins. Why are clean hands necessary? The mistakes made in the first directory should not be seen in these better ones.

60. Reading a Poem Aloud

Listening. When your teacher reads the following poem to you, listen for the call of the bugle. Listen for the drumbeat. Can you see the soldiers marching by? Can you see the flag carried high over the straight lines of the men?

THE FLAG GOES BY

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by:

Sea fights and land fights, grim and great,
Fought to make and to save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory and honor — all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

HENRY HOLCOMB BENNETT

STUDY

You have heard the poem. Now read it to yourself, and silently answer the following questions about it:

1. What sounds do you hear when you read the first stanza? Do you hear people call "Hats off!"

2. What do you see when you read the second stanza? Why are the lines of soldiers called "steel-tipped"?

3. What in the third stanza shows that this stanza is about war?

4. Is the fourth stanza about battles by land and by sea?

5. What are some of the important words in the fourth and fifth stanzas?

6. What can you say about the last stanza of the poem?

Class Conversation. Can you tell what each of the following words means as it is used

in the poem? Talk about each word with your classmates.

blare	ordered	victory	ward
ruffle	lines	plenty	foreign
flash	grim	increase	wrong

Speaking. Tell the class one or two things about which the poem has made you think.

In another school a girl said:

> The poem makes me see a parade go by. I can see the soldiers marching. I can see the red, white, and blue flag over them. All the time I hear the beat of drums and the tramp of feet.

A boy said:

> When I read the poem I see big warships. They are firing at each other. I hear the boom of the cannon. One ship goes down. On the mast of the other flies the red, white, and blue.

Reading. After reading the poem to yourself several times for enjoyment and for practice, read it aloud to give your hearers pleasure.

°**Learning the Poem.** Some pupils will wish to learn the poem. Everybody should learn at least the first or the last stanza.

61. Spelling Five Troublesome Words: *too*, *or*, *a*, *an*, *won*

When you read the following sentences, remember these things:

too is pronounced to rime with *boo*
or is pronounced to rime with *for*
won is pronounced to rime with *ton*

1. The winner *won a* ton of coal.
2. The loser got *an* armful of wood.
3. Go today *or* tomorrow.
4. Mary will go *too.*
5. That will not be *too* many.

STUDY

1. Do you see that *won* in the first sentence begins with *w* like *winner*?
2. The word *or* is used like this:

John *or* Fred
hot *or* cold
summer *or* winter

3. The word *too* is used like this:

I have a knife, *too.*
You are *too* little.
He is *too* big.

4. Which is easier to say, "*a* ton of coal" or "*an* ton of coal"? Which is used in the first numbered sentence on page 147?

5. Which is easier to say, "*a* armful of wood" or "*an* armful of wood"? Which do we have in the second sentence on page 147? The words *a* and *an* mean the same thing. We use the one which is easier to say with the word that follows. If that word begins with *a*, *e*, *i*, *o*, or *u*, we nearly always use *an* before it instead of *a*.

Copying. Copy the five numbered sentences near the beginning of this lesson.

Drill. 1. Read the following words and groups of words aloud rapidly but distinctly, and fill each blank with *a* or *an* — whichever you think is correct. Repeat several times.

1. __ umbrella
2. __ new umbrella
3. __ old umbrella
4. __ penholder
5. __ gold pen
6. __ open window
7. __ apple
8. __ armful of hay
9. __ sore finger
10. __ even number
11. __ ink spot
12. __ electric iron
13. __ iron bar
14. __ angel
15. __ officer
16. __ proud officer
17. __ unpleasant day
18. __ orange
19. __ lemon
20. __ ax

2. Rapidly give short sentences, using, one after another, the words and groups of words on page 148 with *a* or *an* before each. Thus:

I have *an* umbrella. It is not *a* new umbrella. It is *an* old umbrella. I see *a* penholder. My father has *a* gold pen.

And so on to the end of the list.

62. Telling the Story of a Picture

Let us see what is happening in the picture. A big balloon is just beginning to rise slowly from the ground.

STUDY

The following questions will help you as you silently study the picture which is shown on page 150.

1. What is the balloonist calling to the boy whose leg has got caught in the ropes?
2. What can the scared boy do?
3. How much time has he to do anything?
4. If he cannot free himself from the ropes at once, what had he better do?
5. Is the boy strong enough to hang on long?
6. Could the balloonist pull him into the basket?
7. What would happen then?

Speaking. 1. Let us tell first how it happened that the little boy was caught by the ropes of the rising balloon. Tell only that. Tell it in two or three sentences.

This will be the first part of the story. After several pupils have told it, the teacher will write on the board the story which the class likes best. Perhaps the teacher will write something like this:

> A little boy got too close to a balloon that was all ready to go up. When the balloon started, one of the ropes twisted itself in a knot around his leg and lifted him off the ground. It looked as if the balloon would surely carry him up into the sky.

2. Now let us hear the next part of the story. This part tells whether the boy shook himself loose in time or was really carried up with the balloon. Tell your classmates what you think happened. Tell it in two or three sentences.

After several pupils have said what they think happened, the class will decide who had the best thought. This (the second part of the story) the teacher will write on the board. Perhaps it will be something like this:

> The balloonist leaned out of his basket and called to the scared boy, "Shake the rope off your leg and let go." But the rope was twisted into a knot, and the boy was too frightened to know what to do. Up above the tree tops rose the big gas bag, the basket with the balloonist, and the twisted rope with the boy.

3. The third and last part of the story will tell the ending. It will tell whether or not the balloonist pulled the boy into the basket, and if he did so where they went together. Tell what you think happened. Your classmates will tell what they think.

Story-telling. 1. A team of three good speakers may now tell the whole story. The first speaker will tell the first part, the second speaker the second part, and the third speaker the third part.

2. Other teams may tell the story. Each team will tell the story in its own way.

PRACTICE

Of course a team will not tell the story very well the very first time. Each team will need to tell it several times before the class can say that the telling was well done.

°**Story-telling.** If a team tells the story so well that it does not need to practice any more, this team may go to another room and tell the story to the children there while the other teams are still practicing.

63. Correct Usage: *Test and Drill*

Test. As you read the following sentences to yourself, write the correct words together with their numbers. Check your list in the usual way.

1. We (**seen** [1] **saw**) you when you (**went** [2] **gone**) to town and (**done** [3] **did**) the errands.
2. When we (**saw** [4] **seen**) you, you had just (**went** [5] **gone**) into a store.
3. I have (**saw** [6] **seen**) you there before. I have (**gone** [7] **went**) there often.
4. Have you ever (**seen** [8] **saw**) me there? I (**seen** [9] **saw**) your sister there once.
5. What have you (**did** [10] **done**) with my pencil? I (**saw** [11] **seen**) you use it after I had (**gone** [12] **went**) to the board.
6. I (**done** [13] **did**) nothing with your pencil. I never even (**seen** [14] **saw**) it after you had (**went** [15] **gone**) to the board.

7. When she (**seen**[16] **saw**) us, she shouted, "What have you (**done**[17] **did**) with my tennis racket?"
8. "We haven't (**seen**[18] **saw**) it," we answered. "We haven't (**did**[19] **done**) anything with it."
9. Where has my cap (**gone**[20] **went**)? Who has (**saw**[21] **seen**) it?
10. I haven't (**seen**[22] **saw**) it. I haven't (**did**[23] **done**) anything with it.

Drill in Correct Usage. Does the test show that you need further drill? If so, read the sentences aloud until you can choose the correct words quite easily.

°If your test record was perfect, plan to tell the class a story. Tell about something you have seen, heard, or done.

64. Counting Sentences

Counting. 1. As the teacher reads the first of the paragraphs on page 155 aloud, how many sentences do you count? Now look at the paragraph and count the sentences.

2. In the same way count the sentences in each of the other paragraphs.

1. The magician took from his pocket a box of perfumes. He made a fire of sticks. He muttered strange words.

2. Aladdin, who was only a boy of twelve, became alarmed. The magician soothed his fear. He spoke to Aladdin. As he spoke the sky darkened.

3. Suddenly the earth opened at their feet. In the opening they saw a flat stone. In this there was a brass ring.

4. "Under the stone," said the magician, "is a treasure. It will make thee richer than kings. Go then and lift the stone by the ring."

5. So Aladdin took courage. He laid hold of the brass ring and lifted the slab. Beneath it was a stone staircase which led down into the earth.

6. Then the magician drew from his finger a ring. He put it on Aladdin's finger. He told the boy to go down into the earth without fear. Aladdin arose and went down.

7. At the foot of the stairs he found a place divided into four rooms. In each of these he saw jars of gold and silver. Passing through he came upon a garden full of trees.

8. He was amazed to see that the fruits on the trees shone like jewels. At the further end of the garden he saw a lamp hanging from a bracket.

9. Aladdin took the lamp and poured out the oil. It was made of copper. It had curious letters on it. The boy placed it carefully under his arm and looked about him.

10. He thought the shining jewels on the fruit trees were glass. He wanted to take some of the glass fruits with him. He wanted to play with them at home.

11. He filled his pockets. He filled his hat. At last he could carry no more. He started back for the staircase.

12. When he reached the staircase he was too tired to go up at once. He called to the magician. "What is it?" said the latter.

13. "Can you help me up this staircase?" cried Aladdin. "Give me first the lamp," answered he. But Aladdin could not lift the lamp so high.

14. This angered the magician, who wanted the lamp and that only. He flew into a rage. He would have beaten the boy if he could have got at him.

15. At last he gave up all hope of obtaining the lamp. Throwing more perfume into his fire above, he muttered again the magic words. Upon this the stone slipped back into its place and imprisoned Aladdin below it.

The Arabian Nights, "Aladdin and the Wonderful Lamp"

65. Speaking from Dictation

Speaking. Let page 117 remind you how you practiced speaking from dictation before. Then, in that same way, use the sentences from the Aladdin story above to give you practice in speaking. Remember, you need not use the exact words of the book. Give the meaning.

°66. Review

I

Words Sometimes Mispronounced

Reading. The sentences on pages 137 and 138 contain certain words that are sometimes mispronounced. You have studied them. Read the sentences aloud to show that you can pronounce each troublesome word correctly.

Spelling

Writing. 1. Write short sentences containing these words:

here there where

2. Write short sentences in which you use the following:

hear their wear our to

° The sign o means optional. See explanation in Teachers' Manual.

3. Use the following words in short written sentences:

too or a an won

4. Write short sentences in which you use the names of the seven days of the week.

Sentences

Speaking. Answer each of the questions below in a complete sentence. Thus, do not say, in answer to question 1, "Because it is dangerous." That is not a complete sentence. Say, instead, "Children should not play in the street because it is dangerous."

1. Why should children never play in the street?
2. Why should children never play with matches?
3. Why do you wear rubbers when you go out in the rain?
4. Why should you never laugh at people's mistakes?
5. How many corners has a square?
6. Where do you go for wild flowers?
7. What is your favorite game?
8. Why is rain good for grass?

Writing. Write several of the sentences you have made. Remember how each sentence should begin and end.

Correct Usage

During the past few months you have been studying the correct use of *saw*, *seen*, *did*, *done*, *went*, and *gone*. Turn to page 153 and test yourself to see whether you still sometimes make mistakes in the use of these important words. If you do, review the drill on page 154.

The Use of and

Speaking. Using no more than one *and* in a sentence, tell the following things. Thus, for the third you might say:

A dog can bark, bite, and fight.

Or

A dog can sleep, eat, and play.

1. Tell three things that you see.
2. Tell four things that you saw yesterday.
3. Tell three things that a dog can do.
4. Tell four things that a cat can do.
5. Tell five things that you saw at the circus.
6. Tell who five of your friends are.

II

Speaking. 1. For the entertainment of the class, recite all or part of one of the poems you have studied during the year.

2. Tell the class some interesting thing you have seen or heard lately, or something that has happened to you in the last week or so.

Writing. As a surprise, write a classmate a short note. Say anything you please, but have your note correct as to the writing of the date, the greeting, and the indention.

67. Letter Writing

Sometimes pupils in the third grade write each other guessing letters. These are like riddles. The writer tells about himself, but does not give his name. The pupil who receives the letter must guess who sent it.

These are two such letters:

April 15, 1930

Dear Lucy:

Imagine a very pretty girl with brown eyes. She has brown hair. She has a sweet smile. There is a dimple in her chin. Do you recognize me?

A friend

April 15, 1930

Dear John:

My eyes are blue. My lips are red. My hair is light-brown and very curly. I am the curliest boy in the room. Can you guess?

Somebody .

STUDY

As you prepare to write a guessing letter by silently studying the two you have just read, let the following questions help you:

1. The writer of the first letter says she is a very pretty girl. What do you think of that? Do you think she is only joking?

2. Do you like the wide margin around the first letter or do you like the other letter better? That has no margin at all except at the bottom.

3. Is the date written correctly in both letters?

4. Is the greeting written correctly in both letters?

5. Is the first line of each letter indented?

Copying. 1. Copy the second letter but give it a proper margin on all sides. Some of the class may copy it on the board. First they will draw lines for the edges of the letter.

°2. If you made any mistakes in copying the letter, copy the one on page 160. Read your copy through for mistakes and correct these with the help of a classmate.

Writing. Write a guessing letter. When you have written it and are sure you have made no mistakes, send it to a classmate through the class post office.

68. Making Riddles

Can you guess each of these three riddles?

I

I am just an ordinary vegetable. In size and shape I am like a big egg. My skin is brown. I grow under the ground. I have eyes, but I cannot see.

II

I am a flower, one of the biggest in the world. You have often seen my round yellow face in back yards. I am so beautiful that I need no perfume, and I have none.

III

I am a small round fruit which looks like a bright red marble. I grow on a tree with hundreds of my brothers and sisters. I can be eaten raw, but I think I taste best in pie.

STUDY

To prepare yourself for making riddles about vegetables, fruits, and flowers, silently answer the following questions:

1. Which of the three riddles do you like best?
2. Which vegetable, fruit, or flower do you choose to be when you make your riddle?
3. What interesting beginning sentence can you make for your riddle?
4. What will you say about yourself after that?
5. What is your last sentence to be?

Speaking. Tell your riddle in a strong clear voice so that everybody can hear what you say.

Class Conversation. Your classmates will listen as you tell your riddle. They will try to guess it. Then they will tell you the things they like in it and the things you might have done better. In this the following questions will help:

1. What was the best thing about the riddle?
2. Did the riddle have an amusing ending?
3. Did the speaker drop his voice at the end of each sentence and make a short pause there, or did he fill in with *and's* between sentences?
4. Were there any mistakes in English, such as saying *seen* for *saw*, *done* for *did*, or *went* for *gone*?

PRACTICE

Perhaps you are surprised at the mistakes you made. Perhaps you are sure you can give another riddle without those mistakes. Then make and give another riddle. Everybody will listen with great interest to see whether you really can do better.

°**Project: Making a Book of Riddles.** Write your riddle on a sheet of paper, remembering all that you have learned this year about writing.

Correction. Before the riddles can all be put together to make a book, every writer must correct the mistakes in his writing. Can you find your mistakes alone? Perhaps it would be better to ask one or two classmates to read with you, using these questions:

1. Is the paper clean and the handwriting neat and easy to read?
2. Is there a wide margin at the top, at the right, at the left, and at the bottom?
3. Does the first line begin a little to the right of the other lines?
4. Does every sentence begin with a capital letter and end with the right kind of mark?
5. Are there any mistakes in spelling?
6. Ought the paper to be copied?

69. Using *came* and *come* Correctly

RIGHT	WRONG
1. He *came* to see us yesterday.	**1.** He *come* to see us yesterday.
2. We *have come* here often.	**2.** We *have came* here often.
3. He *has come* again.	**3.** He *has came* again.

You can see from these sentences that it is right to use the helping words *have* and *has* with *come*, but not with *came*. Perhaps the following jingle will help you remember that *came* is the strong word which needs no helpers:

> Like a sturdy oak stands *came*,
> Wants no helpers in the game.
> Weak-kneed *come* is numb and dumb,
> Needs the help of *have*, its chum.

Test. 1. On a sheet of paper write the numbers 1 to 22. Then, opposite these numbers, write the correct words from the numbered parentheses on page 166. When the teacher or a pupil reads the words you should have chosen, check your list.

1. Has she (**come** [1] **came**) yet? Yes; she (**came** [2] **come**) an hour ago.
2. The books have not (**came** [3] **come**), but the ink (**come** [4] **came**) yesterday.
3. He (**came** [5] **come**) to us with a friend who had just (**came** [6] **come**) from Norway.
4. They had (**come** [7] **came**) to see us, and others (**come** [8] **came**) with them.
5. When we (**come** [9] **came**) to the river, we saw that the boat had not (**come** [10] **came**).
6. You (**came** [11] **come**) to see us the day after we (**come** [12] **came**) here.
7. I whistled, and the dog (**came** [13] **come**). He has always (**came** [14] **come**) when I have whistled.
8. You (**come** [15] **came**) yesterday, and we (**came** [16] **come**) the day before. Has any one else (**came** [17] **come**)?
9. When you (**came** [18] **come**) here, we (**came** [19] **come**) with you.
10. Has your brother ever (**came** [20] **come**) here? How often has he (**come** [21] **came**)? He (**come** [22] **came**) several times last year.

What does the test show? Perhaps your score was perfect. Then, of course, you do

not need further drill. Some other work will be given you, and those who need it will give their time to the following exercise.

Drill in Correct Usage. As you read aloud the sentences on page 166, choose the correct word from each parenthesis. Do this repeatedly, until you can read both fast and correctly. If the teacher times your reading, what is your best record? Every mistake adds to your time, and reading that is not clear and distinct is not permitted.

70. Spelling Four Troublesome Words

Here they are, all four in one sentence:

One and two are three.

STUDY

Read and answer the following questions:

1. Do you see the word *one* in the word *done*?

2. The words *two* and *twice* both begin with what two letters?

3. In what way are *band*, *hand*, *sand*, and *and* alike?

4. The word *are* is spoken just like the letter *r*. The letter *r* is exactly in the middle of the word — a-*r*-e. Do you see that?

5. Now close your eyes. Can you see all the letters in *one*; in *two*; in *and*; in *are*?

6. Do you understand the following little rime?

One ends like *done,*
Two begins like *twice,*
Spelling them is fun.
Follow this advice:
And is a-n-d,
Are is a-r-e.

Copying. Copy the following sentences, paying special attention to the spelling of the four words *one, two, and, are*:

1. One and two are three.
2. Twice one are two.
3. Twice two are four.
4. The band and the band stand are in the park.
5. One cent, two cents, and two cents more are five cents.

Writing. Can you make up a sentence that will have in it all the four words *one, two, and, are*? If you can, go to the board and write it. The class will watch for mistakes.

71. Pronouncing Correctly

1. want to	**5.** poem
2. going to	**6.** accept
3. wish to	**7.** arctic
4. plan to	**8.** escape

STUDY

1. See the two words *want to.* Do not say *wanta.* Say *want,* then say *to,* with a short stop between the two *t's.*

2. Say the *ing* in *going to.* The word *to* is not *ta.*

3. Do not say *wishta.* Say *wish,* then *to.*

4. Do not say *planta.* Say *plan,* then *to.*

5. The word *poem* has two parts — *po* and *em.* Do not say *pome.*

6. The word *accept* begins like *ak* and ends with *sept. Sept* ends with a strong *t.*

7. Remember that *arctic* has two *c's,* both said like *k* — *ark, tik.* Do not let the first *c* get away.

8. Notice the parts in *escape* — *es* and *cape.*

Listening. Pronounce each one of the eight words and word groups above as the teacher pronounces them to you.

Pronouncing. In a clear voice, and speaking very distinctly, pronounce the words and word groups above, while the class listens for mis-

takes. Say the words slowly at first. When you are sure you know them, read faster, until you can read them rapidly, easily, and correctly.

Reading. Read aloud the following sentences, which have in them the words you have just studied:

1. I *want to,* I *wish to,* I *plan to,* and I'm *going to escape* this *arctic* weather, and I'm *going to accept* an invitation to write a *poem.*

2. I *want to accept* your invitation to *escape* this *arctic* weather, that is *going to* make it hard for me to write the *poem* I *want to* write.

72. Asking and Giving Directions

Two boys go to the front of the room. They play that they do not know each other. Alfred begins to speak.

ALFRED. Can you tell me the best way to the nearest garage?

LOUIS. Certainly. Go straight ahead to the second cross street. Turn to the right there and go half a block. On the left-hand side you will see the sign "Everready Garage."

ALFRED. Thank you very much.

LOUIS. You're welcome.

STUDY

Working alone at your desk, answer the following questions:

1. Do you think Alfred asked his question clearly?

2. Did he ask it politely? One pupil thinks he should have said first of all, "Excuse me, please." Would that have been better?

3. Was Louis both clear and polite in giving the directions?

4. Why does Louis say, "You're welcome"?

Dramatization

Like Alfred and Louis, play that you and a classmate meet on the street, and one asks the other how to get to a certain place. The other gives the directions. Both of you speak clearly and politely. Do all this at the front of the room where the class can see and hear you well.

Ask how to reach any one of the following:

1. The nearest drug store, grocery, bakery, shoemaker's shop

2. The library, the museum, the zoo, the park

3. A certain street close by, a place to buy fresh eggs

4. A classmate's house, a news stand, the railroad station

5. The nearest doctor's office, the nearest church

PRACTICE

After each little play your classmates will tell what they liked and what they did not like. If there is time after every pupil has spoken, pupils may try to do better in another little play.

73. Letter Writing: Asking and Answering Questions

You can see that the pupils of the school to which Harold and Charles belong have been playing the game of writing letters. In that game pupils write letters answering the questions their classmates ask them in letters. As you read these, you can see exactly how the game is played.

May 9, 1930

Dear Charles:

Can you tell me where I can buy a pocketknife like your new one?

Harold

May 10, 1930

Dear Harold:

You can buy a pocketknife like mine at Hall's Hardware Store.

Charles

STUDY

Working alone at your desk, answer the questions below and follow the directions:

1. Is the date of the first letter written correctly? You see that it begins about halfway between the right and left edges of the letter. Take a sheet of paper and copy the date as if you were beginning a letter.

2. Is the greeting written correctly? Copy the greeting on your sheet of paper. Don't forget the mark (:) after it.

3. Is the first line indented? Copy the first line with that indention. Copy the rest of the sentence.

4. Copy the writer's name. Notice that a line drawn straight down from the first letter of the date will go through the first letter of the writer's name.

Game. 1. Write a letter to a classmate asking him a question. Fold it and write his name on the outside. Before dropping it into the letter box at the class post office, look it over carefully for mistakes. The class postmaster will not deliver it until every mistake has been corrected.

2. Write letters answering the questions you have received. These letters must be correct also.

3. Who is to be the class postmaster? The pupil whose first letter is the best. That means it must be correct and look the best in neatness and handwriting. The letter carriers are those pupils whose letters are next best.

74. *Game: was* and *were*

1. Before the game, each pupil writes on the front board the name of a place; as, *schoolhouse, railroad station, bakery, barn, garage, house.* In this way a large list of places is prepared.

A pupil now rises, turns to a classmate, and says, choosing one of the places in the list:

> I *was* in the schoolhouse, but where *were* you, Michael?

This pupil rises and answers, choosing another one of the places:

> I *was* in the railroad station, but where *were* you, Patrick?

So it goes on from one pupil to another. Each pupil rises, tells where he was, and in turn asks a classmate where *he* or *she* was.

2. The game is played as above, except that each pupil now asks a harder question. It is like the following and contains the names of four classmates. Name these four before you begin your sentence, in order that they may rise and stand while you are giving it.

> When I *was* in the station, where *were* you, Will, where *was* Harry, and where *were* George and John?

Before you begin this game say over and over, *Where were you, where were you, where were you* and *Where were they, where were they, where were they.* How many times can you say each with one deep breath, speaking rapidly but distinctly? Now see how many times you can say distinctly with one deep breath *Where were you, where were they, where were you, where were they.*

75. Telling the Story of a Picture

STUDY

Working alone at your desk, answer the following questions as you silently study the picture on the opposite page:

1. What name will you give to the boy in the picture?

2. What might you call the elf who is pointing to the door? What do you think of these names for him: Acorn, Clover Blossom, Mr. Turnip, Chipmunk, Moonbeam, Dewdrop?

3. How do the boy and the elf happen to be here? Perhaps the boy saved the elf from being eaten by a cat. The cat thought he was a mouse. Perhaps a hawk was going to fly off with the elf. Perhaps the elf had fallen into a hole and could not get out without help. Or perhaps — what?

4. Does the elf want the boy to open the strange door?

5. Do you think the elf is a friendly elf, or will he do the boy some harm?

6. If you were the boy, would you open that door?

7. What is the elf probably saying to the boy, and what is the boy probably answering?

8. If the boy opens the door, what will he see inside? Perhaps a giant is there waiting for his dinner? Perhaps he thinks the boy

Unlock
me
and enter

would make a good dinner? Perhaps the door opens on a playground where elves and fairies are having a good time? Perhaps it is a large room full of toys? Or perhaps — what?

Class Conversation. 1. Do you think that this story has these three parts?

AN OUTLINE OF THE STORY

I. How the boy met the elf and what he did for the elf.
II. What the boy did when the elf took him to the strange door and he read the words on it.
III. How the story ended.

2. The first part might begin with one of these sentences. Which one do you like best?

1. "Help! help!" called a voice so small that it sounded like a silver whistle.

2. Did you ever see a big cat carrying off a doll in its mouth?

3. On his way to school one day Tom Jordan heard someone calling to him from a small hole in a tree at his side.

4. Kerplunk! What was it? A little elf, alive but frightened. He had suddenly dropped on Tom's shoulder, like an apple or a squirrel from a tree.

3. Perhaps you can make up a better beginning sentence for the second part of the story than any of the following. Which one of these seems the most promising?

1. "You have saved my life," said the elf. "Come with me."

2. The happy elf said nothing, but he motioned Tom to follow him.

3. The elf sat on Tom's shoulder, and from there guided him into the big forest.

4. The elf smiled and whispered something into Tom's ear that made him smile too.

4. The following beginning sentences for the third part of the story may help you to make up a sentence you will like better. Before you do this, decide which of these makes you most curious.

1. The door swung slowly open on creaky hinges, like the door of a haunted house.

2. As the door opened noiselessly, Tom saw something that he had never seen before.

3. Tom pulled at the door, but the door went the other way and pulled him in with it.

4. The moment Tom opened the door his nose caught the smell of more than a thousand freshly baked ginger cookies.

PRACTICE

One pupil after another will tell that part of the story which he likes best. After each telling, the other pupils will say what they liked and what they did not like. Then each pupil will speak again, trying not to make the same mistakes. The following questions will help to make clear the strong and the weak points in each story-telling:

1. Was the story interestingly told?
2. Did the speaker begin each part with an interesting opening sentence?
3. Did the speaker use too many *and's*?
4. Did the speaker stand straight and speak so that it was easy to understand what he said?
5. Did the speaker say *seen* for *saw* or make any other mistakes of that sort?

76. Reading a Poem Aloud

Listening. As the teacher reads the following poem aloud to you, think of a giant windmill like the one in the picture. Notice that the proud mill is talking. It tells how big it is, how much work it does, how the miller feeds it with his own hands, and how rich it has made him. Is it a boastful windmill?

The Windmill

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow,
I meet it face to face
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

HENRY W. LONGFELLOW

STUDY

Studying at your desk, silently answer the questions and follow the directions below:

1. What are two things the proud mill says about itself in the first stanza of the poem?

2. In the second stanza what does the mill mean when it says, "I know it is all for me"?

3. Before the wheat can be ground in the mill, the wheat grains have to be separated from the straw. This is called threshing. In the third stanza the mill hears the threshing. Why does that make the mill glad?

4. How does the wind make the mill go?

5. Read the poem to yourself several times. What parts do you not understand? Ask the teacher to explain these to you; also any words which are new to you, perhaps some of the following:

devour	flails	strive	melodious
maize	foe	thrive	din

Reading and Speaking. Read the first stanza to the class. Then close your book and tell

what you have read. Tell it as if you were the giant windmill. In the same way you and other pupils may read each of the other stanzas and tell what it says. Remember as you speak that you are a proud giant who is boasting of his greatness.

PRACTICE

Class Conversation. After each reading and after each telling, the class will talk about the way it was done. Whatever was particularly well done will be spoken of with praise. What might have been done better will be politely pointed out. Then the reading and telling will go on, each reader and each speaker doing his best to show how the giant mill spoke.

77. Dramatization

STUDY

Read the following questions to yourself and make up your mind about each one:

1. If you were a windmill, you know what you might say. Can you think of some things you would say if you were a giant locomotive?

2. What are some of the things that a giant locomotive does?

3. Does somebody have to feed it? What does this giant eat? Does somebody have to take care of it?

4. Can the giant talk or growl? What does it say?

5. Where does the giant rest?

Speaking. 1. Pretend that you are a giant locomotive. Roll in front of the class under full steam, puffing hard. Tell how big and strong you are. Tell what you can do.

2. Play that you are one of the giants listed below. Tell what you do and how important you are.

1. A snow plow
2. A tractor
3. A balloon
4. A battleship
5. An ocean steamer
6. A powerful steam shovel
7. A freight elevator
8. An engine in a factory
9. A five-ton motor truck
10. A derrick

PRACTICE

The class will enjoy listening to these giants as they boast, but it will not be afraid to tell each one how he might improve his or her speaking. Then the proud giant will try again and show the class how well he can speak when he tries.

Dramatization. Two or three giants will now go to the front of the room together, and each in turn will tell how important he or she is.

78. Summary and Review

During the year you have been studying to improve your English. The improvements on which you have been working are stated here as rules for speakers and writers.

1. A speaker should stand erect, look at his audience in a friendly way, and speak distinctly, loud enough to be easily heard, and in a pleasant tone of voice.

Exercise. By reading or reciting all or part of one of the poems you have studied during the year, show that you have learned to stand and speak as is described above.

2. A speaker should pronounce his words correctly, particularly those that are often mispronounced.

Exercise. Can you pronounce correctly the words in the lists on pages 97, 98, 136, and 169?

3. A speaker should use correct English.

Test. For how many of the sentences below can you choose the correct words? Write the correct words, together with the number that belongs to each.

1. When I (**was** [1] **were**) down town, where (**was** [2] **were**) you?
2. When I (**saw** [3] **seen**) you, I had already (**did** [4] **done**) my lesson.
3. We have sometimes (**went** [5] **gone**) there, but we have not (**seen** [6] **saw**) you.
4. The men (**came** [7] **come**) into the house, but they (**did** [8] **done**) nothing.
5. Where (**were** [9] **was**) you when you (**done** [10] **did**) that trick?
6. You (**was** [11] **were**) with us when Fred (**did** [12] **done**) a trick.
7. Have you ever (**went** [13] **gone**) with us again? Have you (**seen** [14] **saw**) him again?

8. They (**came** [15] **come**) Monday and they (**went** [16] **gone**) Tuesday.
9. They have (**went** [17] **gone**) there again, but they have not (**seen** [18] **saw**) you.
10. (**Was** [19] **Were**) you at our house when they (**came** [20] **come**) here?

Drill in Correct Usage. After you have read the drill sentences to yourself several times for practice, choosing the correct words for each as you read, how fast can you read the entire list aloud? Each mistake that you make adds to your time — how much, the teacher will decide. What is your best record?

4. A speaker should know what a sentence is.

Test. Some of the following groups of words are sentences; some are not. Write these groups of words, changing to sentences those that are not sentences.

1. the summer vacation
2. is reading a book at home
3. a trip into the country

4. I shall spend two weeks at the seashore.
5. in the mountains
6. as playing all day
7. my brother and I
8. When will school begin again?
9. shall meet again
10. I am sorry the school year is over.

5. A speaker should begin his talk, story, or report with an interesting sentence.

Exercise. Make up one or more beginning sentences. Are they like the first or the second sentence below?

1. I often play tennis on our neighbor's court.
2. While playing tennis one day, I drove the ball straight through the window of our neighbor's house.

6. A speaker should stick to his subject; that is, he should talk about one thing at a time.

Exercise. 1. Beginning with the second sentence in the exercise above, can you add two or

three sentences on the same subject? That is, can you finish the story begun by that sentence?

2. Show, by finishing the story begun by the sentence you made up in the exercise on beginning sentences, that you can stick to your subject when you speak.

7. A speaker should be clear in what he says.

Exercise. Give clear directions for reaching one or more of the places listed on page 171.

8. A speaker should show politeness in what he says and in the way he says it.

Exercise. Tell several ways in which a speaker can be polite in answering questions or in talking over the telephone.

9. A speaker should know how to telephone.

Exercise. 1. Explain some ways in which good telephoning differs from poor telephoning.

2. Show how the following numbers are said (1) as dates; (2) as telephone numbers:

1492	1776	1809	1861	1929
1732	1800	1812	1910	1930

10. A pupil should be both polite and definite in criticizing a classmate's speaking.

Exercise. 1. Explain why "I liked it" or "I didn't like it" is not a useful way of criticizing, and tell what might be said instead.

2. Speak one or more sentences from dictation, and let your classmates criticize you.

11. A writer should see to it that his paper is clean, that it looks neat, that there are proper margins around what he has written, and that the handwriting is easily readable.

Exercise. Examine some of the letters, posters, and stories that you have written, and decide whether you have followed the rule just given. What is your worst fault as a writer?

12. A writer should begin his name and the words in his address, each with a capital letter.

Exercise. Write your name and address.

13. A writer should begin every sentence with a capital letter and end it with a period if it tells something, or with a question mark if it is a question.

14. A writer should copy or write from dictation easy sentences without making mistakes.

Exercise. Copy or write from dictation an easy paragraph that the teacher will select. Try to do it without a mistake.

15. A writer should spell correctly the names of the days of the week, the names of the months of the year, and certain troublesome words that are often misspelled.

Test. Write the following eight sentences as the teacher reads them to you:

1. *Where* is it? *Here* or *there*?
2. I *hear* with my ear.
3. What should *a* bear *wear*?
4. *An* animal ate *our* sour milk.
5. Do you *hear* the *two* boys over *there*?
6. They *are* on *their* way *to* the barn.
7. I see both boys, *and* I see *their* dog *too*.
8. One *or* the other of those boys will soon *hear* from me.

Exercise. Write rapidly but with correct spelling (1) a list of the days of the week and (2) a list of the twelve months.

16. A writer should know how to write a letter with correct date, greeting, and indention.

Exercise. Write a letter from dictation. Then test it by means of these questions:

1. Is there a comma in the date?
2. Is there a colon after the greeting?
3. Is the first line after the greeting indented?
4. Is the writer's name in the right place?

17. A writer should know what to look for when he corrects his work.

Exercise. Name all the things you should look for in reading for correction something that you or a classmate has written.

INTRODUCTORY BOOK

PART TWO

79. Talking about Your Pet

Today or tomorrow everybody in the class will tell about his pet. You may be sure there will be much talking about dogs, cats, birds, rabbits, chickens, and other animals. If you have a pet, get ready to tell about it. If not, choose for your pet one of the puppies in the picture on the opposite page.

STUDY

† As you sit at your desk read the following questions. Silently read and answer each one. To do this is to study. Can you study all by yourself? The questions below will help you learn to do it.

1. What kind of animal is your pet?
2. What is your pet's name?
3. Who gave you this pet?
4. What can your pet do?
5. Why do you like your pet?
6. Which one of the stories on the following page do you like best?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See explanation in Teachers' Manual.

My Cat

My cat is white and black. She lives in a box in the barn. Sometimes she catches a mouse.

Little Miss Nan

I have a pretty goat at home. Her name is Nanny. I sometimes call her Little Miss Nan. When a strange dog comes into our yard, she puts down her horns and drives him away. She never hurts me. She knows me. She knows she is my pet.

My Pet

My pet is not a cat, a dog, or any animal. My pet grows in a flowerpot. It is a pretty pink geranium. Every morning I give my pet a drink of cool water.

Speaking. Tell the boys and girls of the class why you like your pet.

1. Tell what your pet is and what you call him.
2. Tell what your pet does that makes you like him.

Rodney Thomson

PRACTICE

Perhaps you did not speak loud enough for everyone in the room to hear you. If so, your classmates will tell you in a friendly way. Then tell your story again. You may have to do it several times. Doing a thing over and over, in order to do it better, is practice.*

80. Beginning Your Story in an Interesting Way

The first sentence of a story should be so interesting that everybody who hears it will wish to learn the rest of the story. A sentence like the following is a good beginning sentence:

My pet goat got into our neighbor's flower garden.

If the story-teller should stop there you would say: "Oh, don't stop! I want to know what happened next."

But a sentence like the following is not so interesting:

My pet goat's name is Nanny.

When you hear that sentence you do not wonder anxiously what will come next, as you did before.

Here is the beginning of another story about a goat:

Nanny followed me into the schoolhouse the other day.

This beginning makes you wish to know the rest of the story.

*If vocal drill is required, see Appendix, pages 377–378.

Exercise. Each of the numbered sentences below is the first sentence of a story about a child's pet. Tell whether it is an interesting beginning sentence. Give your reason for thinking so.

You might do it in this way, speaking loud enough for all in the room to hear:

> I think the first sentence is an interesting beginning sentence for a story. It makes me wish to hear what happened after the cat jumped on the bed.

1. At night, when everyone in the house was fast asleep, my cat slipped into my room and jumped on my bed.
2. I have a black and white cat.
3. My rabbits are white, and they have pink eyes.
4. A family of rats made their nest under my rowboat last summer.
5. If you have never had a parrot for a pet, you do not know what fun it is.
6. My pony cannot speak English, but he can think.
7. My dog's name is Rover.
8. My dog Rover can do one very funny trick.
9. My pet is only a doll, but she can do two things.
10. If I could have a pet, I should like a big Saint Bernard dog best of all.
11. Shall I tell you a trick I saw a monkey do?
12. Dogs sometimes chase cats.
13. The other day my cat saved herself by climbing the old apple tree in our back yard.

STUDY

Read the following questions to yourself and silently answer them:

1. Can you say to yourself the beginning sentence of the story you told several days ago about your pet?

2. Is it an interesting beginning sentence?

3. Does it tell something that your pet can do?

4. Does it tell something that makes others want to hear more?

5. Can you make up another beginning sentence for your story — a better one?

Speaking. Tell the class some interesting thing that your pet does — the same thing you told before, if you wish, but with an interesting beginning sentence that will make the class wish to hear what happened next.

Class Conversation. Your classmates will watch to see whether your beginning sentence is interesting. If it is, they will all listen to hear the rest of the story. If it is not, they will hold up their right hands and tell you so. Then do not go on with your story. It will be best for you to wait until you have studied beginning sentences a little more.

° Do again the exercise on page 199. If you think sentence 7 in that exercise is a good beginning sentence, ask the teacher or a classmate to explain what is the matter with it.

° The sign o means optional. See explanation in Teachers' Manual.

° If you have already told a story with a good beginning sentence, can you make up another? Tell something else that your pet does. Begin your story with a sentence which will make your classmates wish to listen for the rest of the story.

81. Getting Rid of *and's* that Are Not Needed

Too many *and's* in a story are as bad as too much water in a soup. Too many *and's* spoil the story. See how the following story is spoiled, even though it has a catching beginning sentence:

> When I looked at the squirrel cage this morning, I found the door open *and* the squirrel gone *and* I ran to my mother *and* asked her where Jock was *and* she was greatly surprised *and* joined me in looking for him *and* we looked high *and* low *and* at last we found the little rascal in the attic, sitting on a trunk *and* he was calmly looking out of the attic window as if nothing had happened.

Some of the *and's* in the story above are needed, but if five of them were left out the story would be better. Where an *and* is left out, the voice should be dropped to bring the sentence to a close. Thus if the ninth *and* is omitted, the voice should be dropped after the word *trunk*. Then the word *he* would begin a new sentence. Drop the voice at the end of the sentence and make a short pause before beginning the next one.

Reading. Read the story on page 201, not as it is written but with all unnecessary *and's* left out. By dropping the voice and making a short pause, show when a sentence has come to a close. Read loud enough so that the class may be sure which *and's* you keep and which you leave out.

Speaking. Close your book and tell the story of the empty squirrel cage. Tell it without a single *and* that is not needed. Speak loud enough for the class to be sure that no unnecessary *and's* creep into your story.

Reading and Speaking. In the same way read and then, with your book closed, tell each of the following stories, omitting all *and's* that are not needed:

1. I sometimes think that my canary can understand what I say to him *and* one day I tried to find out if this is really so *and* I went to his cage *and* said "Sing, Peter" *and* at first he only looked at me *and* when I said it again he began to sing *and* then I gave him a piece of sugar as a reward.

2. My pretty little black *and* white cat got into the pantry one morning *and* Mother was planning a fish dinner *and* before we saw what was happening kitty had jumped to the shelf *and* the fresh fish stood there *and* I do not know whether she touched it *and* I do know that we did not have fish to eat that day after all.

3. My pet rabbit is white with pink inside her ears *and* on her nose *and* sometimes she sits up *and* washes her face *and* ears with her paw just like a cat *and* I think my rabbit is a good pet even if she cannot do tricks of any kind.

82. Making Pictures

A Picture of My Pet

That woolly white muff on the floor must have rolled off the chair. But what makes it move? Oh, I see four legs and a funny little tail. Now I see two ears, two eyes, and a pink nose. I know. It is not a muff at all. It is my French poodle.

When you talk about your pet you can tell many things. You can tell what it can do. You can tell where you got it. You can tell its name. You can tell what it looks like.

STUDY

Answer to yourself each of the following questions about the story above:

1. Does the story tell the name of the dog?
2. Does the story tell what the dog can do?
3. Does the story tell where the owner got the dog?
4. What is the one thing and the only thing the story does tell?
5. What does the story say that shows how the dog looks?
6. What colors does the story name?
7. What does *your* pet look like?

8. What is the size, shape, and color of your pet?
9. What is the thing one would first notice about the looks of your pet?
10. What is your beginning sentence to be as you tell how your pet looks?

Speaking. Tell the class how your pet looks. Tell nothing else. If there is something funny about his looks, tell that. Do not forget to tell what you like most of all in his looks. Tell that in the last sentence.

PRACTICE

Perhaps you left out something very interesting about the looks of your pet. When you have finished telling your story the pupils will tell you whether you gave them a good picture of your pet. Perhaps they will ask you questions. Perhaps they will point out something you said that has nothing to do with how your pet looks. Do you see how you might make the picture better? Tell the class again how your pet looks.

83. *Test:* Pronouncing Correctly

Nearly everybody can say *cat* and *hat* correctly, but many make mistakes in pronouncing such words as *film*, *just*, *again*, *eleven*, *Tuesday*, and *February*. These words and others like them test a speaker. The sentences below contain, in italics, a number of troublesome words of that sort. Can you pronounce them correctly? That is the question to be answered by the following test.

Test. Read the following sentences as the class listens for any words you mispronounce. If there are none, your name will be written on the board as a star pupil.

1. *Which* word will *catch* you *when* you read these sentences?

2. *Won't you* see if you *can* read them without *making* one mistake?

3. Begin by *saying three* hard ones: *February, arctic, library.*

4. Now *just* try *film* and *eleven.*

5. *Yes,* the pupils *were reading.*

6. *Did you* say *yes* to rime with guess and bless?

7. *Why don't you* say *our* to rime with sour, *get* to rime with bet, and *because* to rime with laws or straws?

8. *When* you say *where, what,* and *while,* do you say the *h* before the *w*?

9. I *want to* go, I *plan to* go, I am *going to* go.

10. If you had said *yes,* I *should have* said *no.*

11. I *could have* said *yes yesterday* and *again* today.

12. *Singing* in the *morning* or *singing* in the *evening,* are you *singing* the *ing* part of these words distinctly?

13. *Accept* this book and *let me* hear you read the first *three poems.*

14. I am *pleased to accept* because I like *poems* and *there are* a *hundred* in this book.

15. I *wish to* hear you *reading* the *first three poems.*

16. As the bells *are ringing, give me* the names of those who *are coming.*

17. We *were talking* about how we *could have, might have,* and *ought to have* made *our escape.*

18. You *may have* to *rinse* the *film* in *running* water.
19. *When* you say *just*, say it to rime with must.
20. He *saw hundreds* of seals caught in the *arctic* seas in *February*.

°Listen carefully as the teacher pronounces the words you missed. Now pronounce them correctly. Make a sentence containing each word. Write a list of these words, that is, the ones you missed. Write after each, if you can, some word that will help you remember the correct pronunciation. Thus, *pan* will help you remember how to say *can*.

°Perhaps the teacher will make each star pupil the leader of a small group of pupils. Each leader will train his group to read the sentences above without mistakes. Then, after a while, there may be a contest among the groups. The group which does the best reading wins. If the class is small, the contest must be between single pupils instead of groups or teams.

84. *Test:* Correct Usage

The words that school children most often use incorrectly are these: *saw, seen*; *did, done*; *went, gone*; *came, come*; and *was, were*. The test following will show whether you can use them correctly.

Test. Each of the sentences below contains words in parenthesis, like this: (**saw** [1] **seen**). One of these words is the correct word for that place. The other is the incorrect one that is sometimes heard instead.

From how many of the parentheses can you choose the correct word? Write each correct word on a sheet of paper with the number of the parenthesis in which you found it. When, after you have finished writing, the teacher or a pupil reads the correct list, follow the reading with your list and mark the words in it that are incorrect.

1. Yesterday on the way from school I (**saw** [1] **seen**) a crow on a fence.
2. I have often (**saw** [2] **seen**) crows, but I never (**saw** [3] **seen**) one sitting on a fence.
3. We (**gone** [4] **went**) to town and (**did** [5] **done**) some errands.
4. We (**seen** [6] **saw**) some friends who had (**went** [7] **gone**) to town, too.
5. When I (**saw** [8] **seen**) what I had (**did** [9] **done**), I (**went** [10] **gone**) home.
6. I had not (**went** [11] **gone**) far before my friends (**saw** [12] **seen**) me.
7. Have you ever (**saw** [13] **seen**) a box of tin soldiers?
8. Where has the tin soldier (**gone** [14] **went**)? He has (**went** [15] **gone**) out of the window.
9. Who has (**did** [16] **done**) this? Who has (**seen** [17] **saw**) him?
10. Two boys (**seen** [18] **saw**) where the dog had (**gone** [19] **went**).

11. A cat (**saw** [20] **seen**) a large fish. When the cook (**come** [21] **came**) into the room, the fish was (**went** [22] **gone**).

12. Where had the fish (**gone** [23] **went**)? Where had the cat (**went** [24] **gone**)? What had the cat (**done** [25] **did**)?

13. When the cat had (**came** [26] **come**) back, we (**saw** [27] **seen**) that she and the cook (**were** [28] **was**) no longer friends.

14. This letter (**come** [29] **came**) in today's mail.

15. The carrier (**came** [30] **come**) to the door. Where (**was** [31] **were**) you? I (**saw** [32] **seen**) him when he (**come** [33] **came**).

Drill in Correct Usage. If you made a poor record in the test, repeatedly read aloud the sentences above, choosing the right words, until you can do this both correctly and rapidly.*

° If your record with the sentences was perfect, use your time helping other pupils in the drill or preparing yourself to tell a story for the entertainment of the class. Let your story be about some animal you know.

85. Talking about Dogs

In a day or two the class will talk about dogs. Each pupil will tell what kinds of dogs he knows well. Each will tell which kind he likes best.

*See Appendix, pages 361–366.

STUDY

Sitting at your desk read each of the following questions to yourself. Say each answer to yourself.

1. What kinds of dogs can you name?
2. Which is the largest kind of dog you know?
3. Which kind makes the best watchdog?
4. Which kind is the most intelligent?
5. Which kind is the bravest?
6. Which kind is the most useful?
7. Which kind do you like best of all?
8. When you close your eyes can you see the kind of dog you like best?

Speaking. Tell the class these two things:

1. Which kind of dog you like best.
2. Why you like it best.

You could say:

> The dog I like best of all is the shepherd dog. He will take care of his master if his master is lost or in danger. That's the kind of dog for me.

Or you could make a riddle, in this way:

> My favorite dog is a little thing with a sharp bark and a black nose. I like him best because he likes to play. Can you guess what kind he is?

Class Conversation. After you have told your story your classmates will say what they think of it. They will tell you what things you did well and anything that you should do better. Everything will be said in a friendly way. We are all working together to learn to be better speakers.

Perhaps one pupil will say:

"I could hear every word you said, John. You are not afraid to speak out."

Another pupil may say:

"John, you did not give a good reason for liking the terrier best of all dogs. You said he is playful. Nearly every kind of dog is playful."

Still another may say:

"Your talk was interesting, John, and you spoke loud enough. But you stood on one foot and wiggled around too much. I watched your wiggling more than I listened to your speaking."

A fourth pupil might say:

"You kept saying *and-a, and-a,* John. I think that nearly spoiled your story."

PRACTICE

Tell your story once more. Show the class that you can tell it and at the same time

(1) stand straight and look at your classmates;
(2) speak in a loud, clear voice;
(3) use no "and" that is not needed;
(4) tell only the two things asked for.

86. Retelling a Story for Practice

Read the following story carefully, so that you can tell it without leaving anything of importance out:

WHAT A SAINT BERNARD DOG DID

Many years ago, before the railroads were built, travelers in Switzerland had to cross the mountains on foot. Sometimes they lost their way in the deep snow. In that far-away country lived the good monks of Saint Bernard. It was they who owned and trained the fine dogs that are named after them. These dogs were large, strong animals with thick hair. When a storm came and the snow whirled about, the monks sent their brave and kind dogs out to look for lost people.

One wintry day a traveler and his little daughter were lost in those snow-covered mountains. Night came, and they could see no light, no house, no road. They did not know where they were. At last, after wandering about until they were too tired to go on, the father took the little girl in his arms and lay down beside a great rock. He hoped, if they could keep from freezing during the night, that they might go on again in the morning. At home the mother was waiting and wondering why they did not come.

Suddenly the traveler saw a big animal, nearly as large as a bear, dash toward them. It was a great dog, a Saint Bernard dog. Oh, how glad the dog was to see them! He sent one long,

loud howl after another into the storm, to let the men know where he was. Fastened to his neck was a little basket. In it were food and drink. Soon the men came and took care of the lost travelers. Not far away was a warm mountain hut, and here they stayed until the storm ended. When the mountain roads were cleared, the traveler and his little girl started out for their home.

STUDY

Before you can speak well you must study. You must think what to say and how to say it.

Silently read and answer the following:

1. Do you see that the story above has three parts? Point to the first word in each part or paragraph.

2. What is the first part or paragraph about? Does it say a word about the father and his little girl?

3. Does the second paragraph say anything about Saint Bernard dogs? What does this part tell about?

4. What does the third part or paragraph tell about?

5. Without looking at the book can you say to yourself what each of the three paragraphs of the story is about? Remember you are not asked to tell everything in each of the paragraphs. That would be telling the whole story. You are asked to tell what each paragraph is about, in this way:

The first paragraph of the story tells about

The second paragraph of the story tells about

The third paragraph of the story tells about

Rodney Thomson

Speaking. A team of three pupils may go to the front of the room and tell the story of the traveler and the Saint Bernard dog. Each pupil of the team will tell one of the three paragraphs of the story. Each must tell nothing outside his own paragraph. The following outline of the story may be copied on the board before the story-telling begins:

OUTLINE

I. Saint Bernard dogs were used long ago in Switzerland to save lost travelers.
II. In that country a traveler and his daughter lost their way one night in a snowstorm.
III. A Saint Bernard dog saved them.

PRACTICE

As each pupil speaks the class will watch for two things:

1. Does the story-teller stick to his own paragraph, or does he also tell things which belong to other paragraphs?

2. Does the story-teller tell everything in his own paragraph, or does he leave out something important?

Other teams of three pupils each will go to the front of the room and practice telling the story. In some classes there may be pupils enough for only one team, if that. Perhaps the whole story will have to be told by one pupil to other classes. Such a pupil is lucky. He will have much practice in speaking.

87. Learning More about Sentences

You already know something about sentences. If a classmate says to you "My doll" and stops, you know that he has not spoken a sentence. Perhaps you say, "What about your doll?" If your classmate begins again and says, "My doll has a new dress," then you understand, for this is a sentence.

Exercise. 1. Only one of the following groups of words is a sentence. Change each of the other groups into a sentence by adding one or more words. Thus, you can change the first group into a sentence by adding the words *caught a mouse.* Then you have *My little white cat caught a mouse.* This is a sentence.

1. My little white cat
2. My baby brother
3. A blue lead pencil
4. George's new cap
5. His sister Fanny
6. Is sitting on the swing
7. Fido is barking at a stranger.
8. Caught a mouse yesterday
9. A big black crow
10. Has a nest in an old oak tree

2. Only one of the groups of words below is a sentence. You can make a sentence of each of the other groups by joining that group with a group that fits it, as you make a wagon by putting together a set of wheels and a box. The box alone is not a wagon; the

set of wheels alone is not a wagon. Group 1 below is not a sentence; group 7 is not a sentence. Join them, and you have *A red fox got into our chicken coop*, which is a sentence. In this way make sentences by joining other groups.

1. A red fox
2. Mary writes neatly.
3. One of my classmates
4. Crawled into the neighbor's cellar
5. The old fisherman
6. Were hard at work in the cornfield
7. Got into our chicken coop
8. Started for the lake in the woods
9. His sister
10. A hungry little mouse
11. Several busy boys
12. Had been placed on the pan of the trap
13. Smelled a piece of cheese in the pantry
14. The cheese
15. Our cat
16. Was whistling at the front door

Writing. Write a number of the sentences you have made, remembering to begin each with a capital letter and to end it with a period. If your sentence is a question, end it with a question mark. Several pupils may write on the board.

Correction. Correct the sentences on the board and those on paper. The following rules will remind you of what to look for besides the correct spelling of words:

1. Every sentence should begin with a capital letter.
2. A sentence that tells something should end with a period.
3. A sentence that asks a question should end with a question mark.

88. *Two Games:* Asking and Answering Questions

I

In this game a pupil rises and asks a classmate a question. The classmate rises and answers it. Then another pupil asks another classmate a question, which he answers. And so on.

There are several ways to make the game interesting:

1. By asking and answering questions clearly and distinctly.

2. By asking a speaker to repeat his question or answer until it can easily be heard. Any pupil may politely ask a speaker to do this.

3. By asking questions of the right sort. It is correct to ask *How old are you, George?* or *Where do you live, Mary?* Such questions are better than none at all, but questions like these are better still:

1. Does a cat live longer than a dog, Fred?
2. How old was Columbus when he discovered America, Louise?
3. How many eggs does a hen lay in a year, Albert?

4. How long can a submarine stay under water, Henry?
5. Is it easier to swim in fresh water or in salt water, Marian?
6. Are there any poisonous snakes near here, Ella?
7. How large was the largest spider you ever saw, Frank?

It may be that you will be asked an interesting question that you cannot answer. In that case, simply reply that you do not know, or ask for time to find the correct answer.

Politeness

Notice that each question contains the name of the person of whom it is asked. The answer should contain the name of the person to whom the answer is addressed.

At the end of the game the class may say which were the most interesting questions and answers.

II

It is fun to play the game without saying a word. How can this be done? By writing the questions and answers on the board.

Several pupils go to the board and each writes a question, as:

Tom, where would you go to buy a good pocket-knife?

Or

Mary, will you lend me a pencil for today?

Then Tom, Mary, and the other pupils whose names are given go to the board and each writes the best answer he can give, as:

The Smith Hardware Store sells the best knives in our town, Fred.

Or

I shall be glad to lend you one or even two pencils, Lucy.

Then others go to the board to write questions and answers. Notice that each question and answer has in it the name of the pupil to whom it is written. A comma (,) separates that name from the rest of the sentence.

If a question or an answer has mistakes in it, the pupils who point them out may go to the board and write. These are some of the questions that will help you find mistakes:

1. Does the question begin with a capital letter? Does the answer begin with a capital letter?
2. Does the question end with a question mark?
3. Does the answer end with a period?
4. Are all the words spelled correctly?
5. Is the name of the person spoken to separated from the rest of the sentence by a comma?

The Comma Helps to Make the Meaning Clear

Do you know why there should be a comma between the name of the person addressed and the rest of the sentence? The following sentences are without that comma. Do you see why the comma is needed?

1. Did you ever see a lion eat Paul?
2. Can you hear Mary?
3. Will squirrels bite Sam?
4. With what shall I fasten the sign on Will?
5. Did the man finish painting Tom?
6. Do you understand Jane?
7. How many eggs did you sell Nell?
8. Have you ever seen a cat fight Robert?

Copying. Copy those eight sentences and place the comma where it belongs.

89. *Test and Review:* Letter Writing

A game may be played by sending questions and answers in letters. Before you can play this letter-writing game you must make sure that you know how a letter is written.

Test. As the teacher reads the first of these two letters aloud, write it in correct letter form on a sheet of paper. Then compare your letter with the one in the book.

October 2, 1929

Dear Ned:

Can you tell me how deep the ocean is in its deepest part?

Oscar Brown

October 3, 1929

Dear Oscar:

My father once told me that in some places the ocean is over five miles deep.

Ned Ferris

STUDY

Even if you did not make a mistake in writing the letter just read to you by the teacher, it will be good practice for you, before the game begins, to copy the other letter. Prepare yourself for copying by silently studying the following:

1. In the letter above, where does the date begin?

2. Place your pencil at that point on your sheet of paper where you begin to write the date. Notice the comma in the date.

3. Where does the greeting begin? The words *Dear Oscar* are the greeting. Where will you begin it on your sheet of paper? Are you leaving margin enough? Notice the mark (:), a colon, that follows the greeting.

4. Notice where the first line begins: not under the *D* of *Dear* but a little *in*, that is, *in*dented.

5. Read the sentence that is the main part, or the body, of the letter. Can you say it without looking at the book again? What words in it are hard to spell?

6. Where is the name of the writer placed?

Copying. Copy the letter you have been studying.

Correction. Read your copy over, line by line, and compare it with the letter in the book.

90. *Game:* Writing Letters

The game is exactly like the game you played on the blackboard several days ago except that the questions and answers are written in letters which are sent through the class post office. The class postmaster is the pupil who did the best work in the letter-copying exercise. Others who did careful copying may be helpers and letter carriers. These may make a letter box before the game begins. Besides, they may also collect from each pupil a slip of paper on which he has written his name. The slips should be placed in a box. Each pupil may draw out one. That gives him the name of the classmate to whom he should send a question.

STUDY

Read the following questions to yourself and silently answer them:

1. Would it not be a good plan to tell no one the name of the classmate to whom you will write? That will make it a surprise to everybody.

2. Can you think of a question that will surprise him or her — something interesting that he or she does not expect to receive?

3. If you cannot think of a very interesting question, what question will you ask?

4. Do you know what date to write on your letter?

Writing. Write your letter. Then fold the sheet of paper and write on the outside the name of the classmate to whom you are writing.

Correction. It will be best to read your letter over before you drop it into the letter box. The class postmaster and his helpers will give the letter back to you if they find mistakes in it. They deliver only correct and neat letters.

Writing. Write a letter answering the question you have received. This letter also will go through the hands of the class postmaster and his helpers.

° Any pupil having time for it may write more than one letter.

91. Using *learn* and *teach* Correctly

What does a teacher do? A teacher gives lessons, shows pupils how to do things, tells them things they ought to know, helps them in their studies.

Notice these three sentences:

1. Miss Smith *teaches* writing.
2. She *teaches* us how to hold the pencil.
3. She *taught* us how to make the letters.

What does a pupil do? A learner or pupil studies. He finds out about things. *Learn* means to find out things.

Notice the following three sentences:

1. We are *learning* to write.
2. We are *learning* many things in school.
3. We are *learning* something new every day.

You see that the difference between *teach* and *learn* is like the difference between *tell* and *listen*. The teacher *tells*. The learner looks and *listens*. Remember that *teach* and *tell* both begin with "t," and that *learn*, *look*, and *listen* all begin with "l." This jingle will help you to remember:

When I *teach* I *tell*;
Both words start with "t."
When I *learn* I *listen* well;
Both words start with "l."

Speaking. 1. Make a sentence of each of the following groups of words by adding (1) *teaches me* and (2) what it is that you are taught. Thus, using the first group, you could make this sentence:

The dancing teacher teaches me how to dance.

1. The dancing teacher
2. The violin teacher
3. The singing teacher
4. The swimming teacher
5. The English teacher
6. The arithmetic teacher
7. The drawing teacher
8. The ball player
9. The carpenter
10. The driver
11. The dressmaker
12. The farmer
13. Mother
14. Father
15. The cook
16. The printer

2. Make sentences again but this time say *taught me* instead of *teaches me*.

3. Instead of the group of words *how to make a kite* in the following two sentences, use other groups, such as those below:

1. I will look, listen, and *learn how to make a kite.*
2. Then I will tell you and *teach you how to make a kite.*

1. How to clean a hat
2. How to mend a tear
3. How to boil eggs
4. How to ride a bicycle
5. How to drive a car
6. How to play a new game
7. How to dance a jig
8. How to write a letter
9. How to plant a tree
10. How to oil a clock

92. Reading a Poem Aloud

"I wonder how this plate got cracked?" said the mother of three children one morning.

"I don't know, Mother," answered Frank.

"I don't know, Mother," echoed Grace.

"I didn't do it," cried little Harry.

"Well, then," their mother decided, "Mr. Nobody must have done it."

That afternoon when the children had come in from play, the mother saw mud on the floor. Somebody had come in with muddy shoes, but who?

"It wasn't I, Mother," declared Frank.

"Nor I," echoed Grace.

"I didn't do it, Mother," piped little Harry.

Who, then, could have done it? Of course it was Mr. Nobody.

Mr. Nobody was always doing things like that — leaving the door open, mislaying the children's things, and making finger marks on the door.

Perhaps Mr. Nobody visits your house? If he does, you will understand the following poem as the teacher reads it to you:

MR. NOBODY

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar;
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

He puts damp wood upon the fire,
That kettles cannot boil;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid,
Who had them last but he?
There's no one tosses them about
But Mr. Nobody.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots; they all belong
To Mr. Nobody.

Author Unknown

Word Study. 1. There may be words in the poem which you do not clearly understand. If so, those words must be studied so that they will not get in your way when you try to read the poem for yourself. The six words below are taken from the poem. Can you use them in sentences to show what they mean?

mischief	ajar	mislaid
agree	soil	tosses

2. For each of the words above find in the list below as many as you can that have the same meaning.

trouble	grant	throws	laid in wrong place
flings	damage	pitches	slightly open
misplaced	admit	harm	make unclean
pitches	assent	say yes	make dirty

Reading. Now that you know what every word in the poem means, you need not think of the words as you read. Instead, think of that funny little man, Mr. Nobody, doing mischief in the house. Try to read so that everyone will enjoy the poem.

PRACTICE

When you have finished reading the poem, or one stanza of it, the class will tell you what you did well and what you might do better. These questions will help the class:

1. Did you stand straight?
2. Did you read loud enough and distinctly?
3. Did you read in a lively and pleasant way, as if you enjoyed the poem?

It may be best for you to read again several times. In this way you will learn to read well.

93. *Project:* Making a Picture Book

The poem says that no one ever saw Mr. Nobody's face, but do you not think, if you gave a quick look into the mirror, that you would catch a glimpse of him? Tell the class what Mr. Nobody in your house looks like.

STUDY

1. What is the color of Mr. Nobody's eyes? What is the color of his hair?
2. Has he freckles?
3. Has he a large nose and a large mouth?
4. Is his face round like a pumpkin, or long?
5. What do you notice first as you look at his face? Will you speak of that first? How will you say it?
6. What will you speak about after that?

Speaking. Tell the class what you saw as you looked for Mr. Nobody in the mirror. In two or three sentences tell the main things.

CAF

This is what a pupil in another school said:

> A grinning face looked at me from the mirror. I noticed curly red hair, blue eyes, and a field of freckles. "Who are you?" I asked. "Who are *you*?" answered the face in the mirror.

Another pupil, a girl, said:

> Mr. Nobody at our house is a fat little girl with pretty brown eyes, a funny little pug nose, and a dimple in her chin. He should be called Miss Nobody.

Class Conversation. The class will talk about the pictures of Mr. Nobody. What are the good points in each picture? What points are not so good? This will prepare you for the writing that follows.

Writing. You have told the class how Mr. Nobody looks to you. Now write what you told, making your description better if you can.

Correction. Read what you have written and look for mistakes. In this the following questions will help you:

1. Have you left a wide margin around your writing? See how wide the margin is in the two stories above.

2. Did you indent the first line? See how the first line is indented in the two stories above.

3. Have you written "Mr. Nobody" correctly?
4. Have you begun each of your sentences with a capital letter?
5. Have you followed each of your sentences with a period?
6. Is every word spelled correctly?

Copying. Each picture that you and your classmates make is to be a page in a book. Copy neatly and correctly what you have written. Look your copy over for mistakes. Then give it to the pupils who have been asked to fasten all the pages together. Make a cover for the book.

On the cover might be printed something like this:

A PICTURE BOOK

MR. NOBODY AS SEEN IN TWENTY DIFFERENT MIRRORS

94. Correct Usage: *learn*, *teach*, and Other Words You Have Studied

The following test and drill contains all the troublesome words you have studied or reviewed this year.

Test. Write the numbers 1 to 33 on a sheet of paper. Opposite these numbers write the correct words

from the parentheses below. That is, opposite your number 1 write the correct word from parenthesis 1, and so on. Find out what mistakes you have made, if any, by reading to yourself the words on your list as the teacher or a pupil reads the correct list.

1. When I have learned this, I shall (**learn** [1] **teach**) it to you. Then you can (**teach** [2] **learn**) it to someone else.
2. I have (**saw** [3] **seen**) what you have (**done** [4] **did**).
3. I (**saw** [5] **seen**) it yesterday. You (**done** [6] **did**) a fine piece of work. Who (**learned** [7] **taught**) you?
4. Where (**were** [8] **was**) you when I (**learned** [9] **taught**) your brother how to skate? (**Was** [10] **Were**) you here?
5. The skating days have not yet (**come** [11] **came**).
6. Summer has (**went** [12] **gone**) and fall has (**came** [13] **come**).
7. Warm weather has (**gone** [14] **went**) and cool days have (**came** [15] **come**). Winter has not (**come** [16] **came**) yet.
8. Have you (**seen** [17] **saw**) any ice on the river?
9. Have you (**did** [18] **done**) all your examples?
10. Which ones have you (**done** [19] **did**)? I (**did** [20] **done**) mine in school. I (**did** [21] **done**) all but one.
11. Who (**teaches** [22] **learns**) you music? My mother (**learns** [23] **teaches**) me to play the piano.

12. My father has (**went** [24] **gone**) to the city. He (**went** [25] **gone**) this morning. I (**saw** [26] **seen**) him go.

13. (**Were** [27] **Was**) you ever on a steamship? Have you (**saw** [28] **seen**) many steamships?

14. I have (**did** [29] **done**) my work. I have (**gone** [30] **went**) out to play. I have (**came** [31] **come**) to see you.

15. Have you (**learned** [32] **taught**) how to write a letter? Who (**learned** [33] **taught**) you?

Drill in Correct Usage. Unless your record in the test was perfect, you need further drill in the correct use of words. Then read the test sentences aloud repeatedly, choosing the right words, until you can do this easily and rapidly. How quick a time record can you make as you read? Every mistake counts against you, and only distinct speaking is permitted.

95. Retelling a Story for Practice

A shepherd was talking with a friend about how much dogs know. Pointing to a fine collie that lay near them on the floor, he said:

"That dog, I sometimes think, can understand English."

"Oh," replied the friend, smiling, "you can hardly mean that."

"Yes, I do, and I think I can prove it to you," answered the shepherd. "I will mention something to you in this same tone of voice. Let us see what the dog will do."

Then, without pointing to the dog or even looking at him and without raising his voice, he quietly remarked, "I believe I hear a fox in the chicken coop."

At once the collie pricked up his ears. In a moment he was on his feet. He hurried out of the shepherd's hut and ran straight to the chicken coop. Who will declare that the dog did not know what his master said?

Reading. After reading the story to yourself once or twice, read it to the class.

STUDY

Silently prepare yourself to tell the story.

1. What is the first thing said in the story?
2. What is the next thing said?
3. What is the third thing said?
4. What does the shepherd say that makes the collie prick up his ears?
5. Can you find the following six words in the story? Have they nearly the same meaning?

said	answered	remarked
replied	mention	declare

Speaking. Tell the story of the collie that understood English. The class will be interested to see how well you do this.

Problems

1. Can you tell the story and do it standing straight, looking your classmates in the face, and speaking loud enough for all to hear?

2. Can you tell the story and do it without using *say* or *said* more than once?

3. Can you tell the story without using one unnecessary *and*?

The class will watch to see how each pupil solves these problems.

Class Conversation. What title will you give to the story? As pupils make suggestions the teacher will write them on the board. Notice that the first word in a title and every important word in it begins with a capital letter, as:

The Collie that Understood English

96. Pronouncing Correctly

1. debt	(rimes with *net*)	7. anything	(ends in *ing*)
2. debtor	(rimes with *letter*)	8. something	(ends in *ing*)
3. often	(*ofn*)	9. everything	(ends in *ing*)
4. soften	(*sofn*)	10. nothing	(ends in *ing*)
5. listen	(*lisn*)	11. window	(NOT *winder*)
6. iron	(ends like *urn*)	12. across	(ends in *cross*)

Listening. As the teacher reads to you the twelve words given above, keep your eye on the words and notice how each is said. Notice that *debt* rimes with *net*. The *b* is not sounded. The *t* is not sounded in *often*, *soften*, and *listen*.

Pronouncing. As the teacher pronounces the words again, pronounce each one the same way. Then read

aloud the following sentences, which contain the same words together with some guide words to help you:

1. I am never in debt, for the money I *get* I put in my iron bank.
2. If you owe me a *letter*, then you are my debtor.
3. Listen to the wind *blow* across our window.
4. We often have to soften the water at our house.
5. I *earn* money to buy an iron kettle.
6. He said anything and everything that came into his head.
7. Nothing seemed to soften his heart, but perhaps something will soften it some day.
8. I listened at the window and heard something coming across the lawn.

Speaking. Give short sentences of your own containing the twelve words studied in this lesson.

97. Using *may* and *can* Correctly

"I *can* do this" means "I *am able* to do this."

"*Can* he do this?" means "*Is* he *able* to do this? Does he know enough or is he strong enough or has he the ability to do this?"

"*May* I do this?" is different from "*Can* I do this?" "*May* I do this?" means "Will you *let me* do this? Will you give me *permission* to do this?"

Children often ask their mothers or teachers questions like these:

1. Please, Mother, *can* I play outdoors this morning?
2. Please, Miss Smith, *can* I speak to George a minute?

In such questions they should say *may*, not *can*. Notice what Tom's mother says in the following conversation:

> "Mother, can I eat another piece of pie?"
>
> "I suppose you can, Tom. I know you have sharp teeth, and I know there is room in your stomach for it. Yes, you *can*, but you *may* not. No, I will not let you have another piece until tomorrow."

Drill in Correct Usage. 1. As you read the following sentences aloud fill each blank with *may* or *can*, whichever is correct:

1. John ____ run faster than Frank.
2. My mother says I ____ run around awhile before lunch.
3. I am nine, and I ____ write my name.
4. Miss Smith, ____ I write my name on the board?
5. Miss Smith, ____ I write as neatly as George?
6. I ____ read. I have learned how.
7. ____ I read your book some day?
8. ____ you speak French, Fanny?
9. Do you know that I ____ skate?
10. Mother says I ____ go skating Saturday.
11. ____ you see me from where you are?
12. ____ you come to my home tomorrow?
13. ____ you find me in the dark?
14. ____ I use your pencil a moment?
15. ____ you see that star without glasses?
16. Miss Smith, ____ I have a piece of chalk?
17. Miss Smith, ____ you hear every word I say?

18. Miss Smith, ____ I speak with Charles a minute?
19. ____ you touch the ceiling when you stand on that table?
20. ____ I stand on that table, Miss Smith?

2. When you are able easily to fill the blanks correctly, read the sentences more rapidly, both from the top down and from the bottom up. Perhaps the teacher will time you. Can you improve your record?

98. Talking about Wild Animals

STUDY

Prepare yourself to talk about some wild animal by silently reading and answering each of the following questions:

1. Did you ever see wild animals at the circus or the zoo?
2. Which wild animal interested you most — the brave lion, the fierce tiger, the big bear, the awkward giraffe, the active monkey, or some other wild animal?
3. About which animal will you talk?
4. When you close your eyes and think of your animal, what do you see first?
5. Is its fur short or long? What is its color? How does its face look?
6. Does your animal roar, or bark, or chatter, or make no sound at all?
7. Can your animal do something that most of the other animals cannot do?

In a certain school the pupils played "wild animals." Each pupil pretended to be an animal. He told about

himself, but he did not say what animal he was. The other pupils had to guess that.

One boy said:

> I am a dangerous beast. I eat other animals. Sometimes I eat men. Then I am called a man-eater. I live in the jungle. Men hunt me on elephants. What am I?

A girl said:

> I am bigger than a lion or a tiger, but not so large as an elephant. I live in rivers and lakes. My skin is like thick brown leather. I can take two or three loaves of bread or a shovelful of bran at one bite. What am I?

STUDY

1. Do you think the beginning sentence in the first story above is a good one? Is it not true that nearly every wild animal is a dangerous beast?

2. Does the beginning sentence in the second story make you wonder what the animal is? Is it an interesting beginning sentence?

3. Can you make up an interesting beginning sentence for your story or riddle?

4. Can you say your beginning sentence to yourself?

Speaking. Pretend that you are a wild animal. Tell about yourself, but do not tell what animal you are. The class will try to guess that.

PRACTICE

Even if your story is interesting, you can spoil it in the telling. You can spoil it in the following ways:

1. By speaking faintly.
2. By mumbling your words.
3. By using too many *and's*.
4. By pronouncing words incorrectly.
5. By an uninteresting beginning sentence.
6. By using poor English.

Try to tell your story without any of these faults. You will probably have to try several times before you succeed.

99. Telling Interesting Facts about Wild Animals

THE ZEBRA

1. A zebra is an animal somewhat like a horse but having black stripes on a white or buff background. Great herds live in Africa. When a herd is feeding, one of the animals acts as a sentinel. It stands guard and gives the warning, if danger is near. Then the whole herd gallops away faster than the swiftest horse can go.

The Zebra

2. A herd of zebras never travels like a herd of cows or buffaloes. Zebras go Indian fashion; that is, they move in single file, one behind the other, like elephants. They can easily outrun a horse. It is useless for a hunter to try to follow them.

The Giraffe

3. The giraffe is the animal with the longest neck in the world. Strange to say, in spite of this long neck, it is not easy for the giraffe to eat from the ground. The reason is that the front legs are much longer than the hind legs. The animal has to spread the front legs far apart in order to reach the ground.

The Giraffe

4. The giraffe is covered with a hide that is an inch or more thick. Therefore, when the giraffe forces itself through the thick jungles of Africa, it does not hurt itself, as would a horse or a man.

The Reindeer

5. The most useful animal to the people of the Far North is the reindeer. When they are hungry they can eat its flesh. When they are thirsty they can drink its milk. When they are cold they can make clothes of its skin. When they want to go anywhere, they need only hitch the animal to a sled and it will travel along, sometimes one hundred miles a day.

The Camel

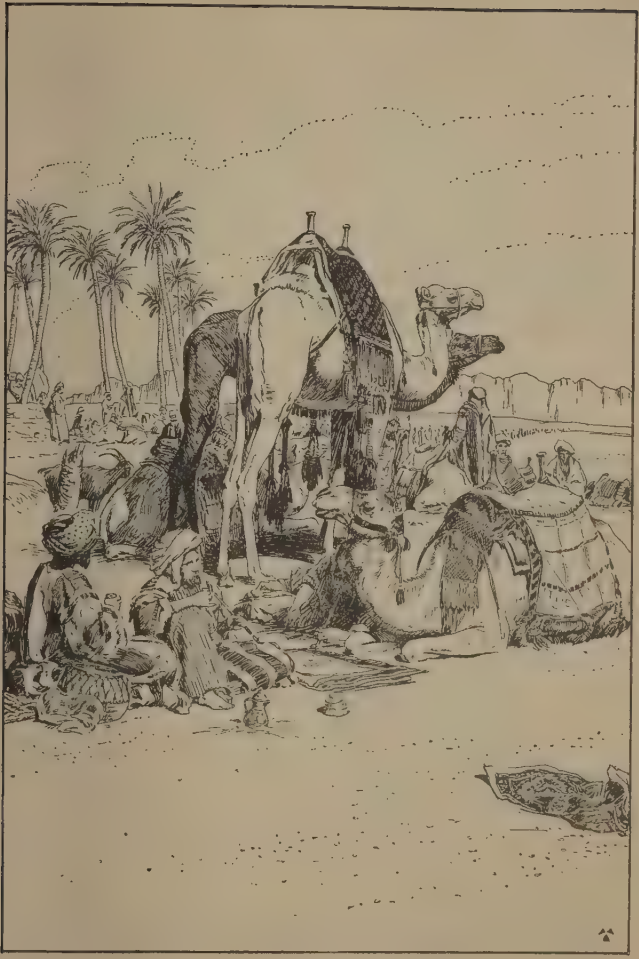
6. There are nearly as many different kinds of camels as there are of horses. Some have one hump; some have two. Some humps are large; others are small. These odd beasts live in the deserts of Asia and Africa. They seem to like the burning sand and not to care, like other animals, for the shade. They are used to dry weather. A drink of water once in three days is enough for them. When, however, they do drink, they take as much as thirty quarts of water at one time. This is as much water as most human beings drink in a month.

The Bear

7. Bears eat honey, fruits, roots, some vegetables, fish, crickets, and birds' eggs. Some bears are very fond of ants. Does a bear pick up ants one by one? That would take too long. He would not get enough to eat. He would grow thin. So Mr. Bear hunts until he finds an ant hill, the larger, the better. Into this he carefully pokes his long snout, pushing it in as far as it will go. Now he takes a deep breath. Hundreds of the little insects are drawn into his mouth with the air. After a few deep breaths not an ant is left in the hill.

The Chameleon

8. At least five interesting things can be said about that little lizard, the chameleon. First, although only about six inches long, it can shoot



out its tongue nearly that distance to catch an insect. Second, it can move either eye alone and it can move both eyes in different directions at the same time. Third, it can hang by its tail, like a monkey. Fourth, it can go without food a long time and for that reason was once supposed to live on air. Fifth, and perhaps most wonderful of all, it can make itself invisible by changing its color to that of the tree or stone or ground on which it happens to be.

The Polar Bear

9. Imagine an animal nine feet long and weighing as much as half a ton of coal. Then imagine the huge beast diving into the cold waters of the northern sea for fish or seals. It can swim nearly as well as a fish or a seal. Its fur is so white that the bear cannot easily be seen against snow on which the sun is shining.

STUDY

1. Which animal do you wish to talk about, the zebra, the giraffe, the reindeer, the camel, the bear, the chameleon, or the polar bear?

2. Can you find the story about your animal among the stories given on the preceding pages?

3. Do you understand the story?

4. How many facts does the story give about your animal?

5. What is the first thing you will tell the class?

6. What is the second thing you will tell the class?

7. Is there anything else you will tell?

Speaking. Tell the class the interesting fact or facts about the animal you have chosen. Speak clearly and loud enough. Before you speak think of this: *it is better to tell one fact well than to tell three or four poorly.*

PRACTICE

If you find from what the class tells you that you have not spoken so well as you might, try again. This time do not make the mistakes you made before. You may need to make several trials before you overcome those mistakes.

100. Reading a Poem Aloud

If you went to the jungles of the East, do you think you would be able to recognize the lion? Could you tell the man-eating Bengal tiger or the leopard? Could you tell the hyena from the crocodile? Perhaps the hardest animal to recognize would be the chameleon, for this little lizard can make itself invisible.

As the teacher reads the following poem to you, notice how it helps you to tell the wild animals:

HOW TO TELL THE WILD ANIMALS

If ever you should go by chance
To jungles in the East;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion.

Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.

If strolling forth, a beast you view,
Whose hide with spots is peppered,
As soon as he has lept on you,
You'll know it is the Leopard.
'Twill do no good to roar with pain,
He'll only lep and lep again.

If when you're walking round your yard,
You meet a creature there,
Who hugs you very, very hard,
Be sure it is the Bear.
If you have any doubt, I guess
He'll give you just one more caress.

Though to distinguish beasts of prey
A novice might nonplus,
The Crocodiles you always may
Tell from Hyenas thus:
Hyenas come with merry smiles;
But if they weep, they're Crocodiles.

The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.

If there is nothing on the tree,
'Tis the Chameleon you see.

CAROLYN WELLS

Word Study

Class Conversation. Find each of the following words in the poem and talk its meaning over with your classmates. Try to give other words of the same meaning.

advance	peppered	caress	weep
tawny	lept (leapt)	distinguish	novice
discern	creature	prey	nonplus

Speaking. In a sentence or two tell what each of the six stanzas of the poem says.

Reading. Let a team of six pupils standing in a row at the front of the room read the poem to the class, each pupil reading one stanza. If you are on the team, practice reading your stanza before the team recites. If the class is large enough, other teams will show how well they can read after practice. In some schools the class consists of only one or two pupils. Each pupil in such a small class has a chance to read the entire poem aloud.

101. Learning about Sentences

Exercise. As the teacher reads each of the following pairs of sentences, repeat the two sentences, making a clear-cut pause between them. Tell the word with

which the first sentence ends, as well as the word that begins the second sentence.

1. I wish I had a zebra. It would be fun riding him.
2. I should not want an elephant. I think he would eat too much.
3. What would the boys say if I had an elephant? Everybody would beg me for a ride.
4. What do you see on that tree? Is it a chameleon?
5. Once upon a time a boy had a tiger. He kept him in a cage.
6. Once upon a time a tiger caught a boy. He put him in his stomach.
7. Tigers are treacherous animals. They will eat human beings.
8. Is a lion more dangerous than a tiger? Is he a braver fighter?
9. Polar bears are creamy white. It is hard to see them against the snow.
10. Where do hunters find polar bears? Where do they live?
11. The whale is the largest animal in the world. It is as large as a small house.
12. Zebras can run faster than horses. No rider can catch up with them.
13. The hunters went to Africa. They saw some zebras, but only far off.
14. When shall you go to Africa? Shall you hunt big game there?
15. I think I shall stay in America. I like it here.
16. Here everybody seems friendly. Here there are no lions and tigers.

17. When I looked, I saw a big bear at the window. He was looking at me.

18. When I saw him, I screamed. My mother heard me.

19. When my father came home, I told him. He was astonished.

20. When I told my friends, they thought I was joking. They laughed.

21. Bears are not unfriendly. They do not often hurt a human being.

22. Isn't the grizzly bear huge? The polar bear is still larger.

23. I never saw a reindeer, a giraffe, a polar bear, a zebra, or a chameleon. Did you?

24. I have seen a reindeer and a giraffe. I never saw a chameleon.

25. Sometimes I go to see the animals in the zoo. Sometimes I go to the circus.

Writing from Dictation. 1. When the teacher now reads one of the pairs of sentences to you again, silently repeat the sentences, making a pause between them. Then write the two sentences. When you have finished writing them the teacher will tell you the number of the pair that you have written. Open the book and compare with the two sentences in the book those you have written. Look for the following things:

1. The capital letter beginning each sentence
2. The period or question mark ending each sentence
3. The spelling of the words.

2. Now the teacher will read another pair of sentences. Silently repeat, write, and then correct this pair as you did the first. In this way, one pair of sentences at a time, the work will go on as long as you need it.

102. Talking about the Circus

STUDY

Read the following questions to yourself and silently answer each one:

1. What are some of the things you remember about going to the circus?

2. Who took you, or did you go with other boys and girls?

3. How large was the tent — as large as the schoolhouse?

4. How much did your ticket cost? Where did you buy it?

5. What animals did you see in cages?

6. Do you know what a juggler is? Did you see a juggler? What did he do?

7. What did the clown do?

8. Did you see any horseback riders? What tricks did they do?

9. Did you see any ropewalkers or any tumblers?

10. Of all the interesting things that you saw, about which one will you talk?

Speaking. In a clear voice tell your story. It must be not about the whole circus but only about one thing — the one thing that interested you most.

In another school a boy said:

> The Italian juggler at the circus did a daring trick. He threw five shiny knives in the air, one after another. The air seemed to be full of shiny knives. He caught them gracefully as they came down one by one. The people clapped and clapped. He stepped to the front, smiling and bowing to the right and left.

A girl said:

> I liked the beautiful horseback rider best of all. She came galloping in on her white horse. The horse trotted around and around in the circus ring, and she stood on his broad back waving to the people.

PRACTICE

When you have told your story, your classmates will tell you what they liked best, and why. Then they will tell what you might do better. In all this the following questions will help:

1. Did you begin with an interesting sentence? If not, what would be an interesting sentence for your story?

2. Did you talk about one thing only? If not, what parts of your story should be left out?

3. Did you make a clear-cut pause at the end of each sentence?

Tell your story again, but tell it better. Do what your classmates have told you would improve your story-telling.

103. Learning More about How to Write Your Stories

You now know something about how to write your stories, but you need to learn still more about it. This lesson will help you to be ready to make the little book that the class will begin in a few days.

STUDY

Silently prepare to copy the story of the Italian juggler correctly:

1. Do you see the margin around the story? A margin makes a story look better.

2. Do you see that the first line of the story begins a little to the right of the other lines?

3. What words in the first sentence are written with capital letters? Do not forget them when you copy.

4. What mark follows the first sentence?

5. Can you spell *juggler*? It has two *g's*. Can you spell each of the following words?

Italian	another	threw	air
clapped	daring	shiny	bowed
circus	caught	knives	trick

Copying. Copy the story about the Italian juggler. First, copy the first sentence. Then compare it with the one in the book. Next, copy the second and compare. Then write and compare the third. Correct the mistakes you find.

° If you need more practice in copying, copy the story about the horseback rider.

° If, however, you need no further practice in copying, try instead to write on the board the circus story you told the class several days ago. When you have finished, read it over for mistakes. Perhaps the teacher will help you. Draw a frame around what you have written. Make the frame so big that your story will have a wide margin on every side.

104. The Circus Parade

Have you ever seen a circus parade? If you have, you know how exciting it is. It would be fun to be in one. Let us play that every pupil is taking part. Some are riding beautiful horses. Some are on elephants. Some are on camels. Some are in red and gold wagons that are drawn by white horses with jingling harness. Some — but let each pupil himself tell what he is doing in the parade.

STUDY

1. What do you wish to be in the circus parade? Perhaps this list will help you decide:

a. Animal trainer in the lion cage

b. Clown in the little cart drawn by a donkey

c. Keeper of the elephant, walking at the elephant's side
d. Member of the circus band, playing a drum, fife, or some other instrument
e. Driver of four white horses that draw a wagon, all white and gold
f. Snake charmer
g. Horseback rider

2. How will you be dressed? Close your eyes and see yourself dressed for the parade.

3. What will you hold in your hand?

4. Will you say anything? Will you talk to your horse or to a wild animal?

5. Which one of the following talks, by pupils in another school, do you like best?

I am riding a snow-white horse. I am dressed like a princess, and I wear a silver crown. I smile at the people as I pass proudly by.

I am sitting in a tiny wagon. It is drawn by a funny little donkey. When I hit the donkey with my toy whip, his heels drum against the dashboard of my wagon. A boy points at me and calls out, "See the clown!"

I am high up on a huge elephant. Oh, how broad his back is! His wide ears are near my feet. Now and then he lifts the tip of his trunk up to me in a friendly way. I pat it and say, "Good old boy!"

Speaking. Tell the class what you are and what you are doing in the circus parade. When you speak think of yourself as if you really were in the parade. Talk as if you could see all the people looking on, and as if you could hear the circus band playing while the parade moves through the streets. You will have to speak in a clear voice and distinctly to be heard by all.

PRACTICE

As usual, your classmates will talk about your story. First they will point out the good things; then in a friendly way they will tell you what you must do to become a better speaker. These are some of the questions that will be answered as the class talks:

1. What was the most interesting thing you said?
2. Did you speak clearly and distinctly? If not, why not?
3. Did you make a clear-cut pause at the end of each sentence?
4. Did you use any poor English?
5. How could your story be improved?

THE CIRCUS PARADE

What do you think you should do to overcome your faults? Before you speak again, think about the things your classmates have told you. Think about what you must do to speak better.

° *Parade*

After each one has spoken, the whole class may march around the room and up and down the aisles. Each pupil will try to show what he is in the circus parade. Riders will hold their prancing horses tightly to keep them from running away. Clowns will make faces. Drummers will drum. Everyone will do something. Now and then the entire class will say the following words. They are taken from a poem by Riley.[1] The poet says:

> Oh! the Circus-Day Parade! How the bugles played and played!
> And how the glossy horses tossed their flossy manes and neighed,
> As the rattle and the rime of the tenor-drummer's time
> Filled all the hungry hearts of us with melody sublime!

[1] From "Rhymes of Childhood." Copyright, 1890–1918. Used by special permission of the publishers, The Bobbs-Merrill Company.

105. *Test:* Spelling Troublesome Words

You have been going to school several years. During that time you have learned the spelling of a number of troublesome words. Some of these are given in the following sentences. Can you spell them?

Test. As the teacher reads these sentences aloud, write them:

1. *Where* is *our* sour apple tree, *here* or *there*?
2. What *are* you planning *to wear* tomorrow?
3. *An* egg, *an* apple, *and a* bun *are* all I ate.
4. *Two or* more than *two* of *their* chickens *are* in *our* yard.
5. *Their* dog is over *here, too.*
6. I *hear their* dog barking.
7. The boys *won* two games and lost *one.*

Correction. Compare your sentences with those above and look sharply to see whether you have spelled the words in italics correctly. Ask a classmate to help you find mistakes.

If you have made mistakes, look up in the Index the words you missed and study them. See also pages 372–375.

106. *Project:* Making Christmas Cards

Have you seen the pretty Christmas cards now for sale in the stores? Could you make Christmas cards of your own to send to your classmates? Where can you get cardboard — white or red or some other bright color?

STUDY

As you prepare to make your card, silently read the following questions and directions:

1. Look at the cards in the stores. See how large they are.

2. What is drawn or painted on them? Choose something you think you can draw or paint.

3. What do you see printed on the cards? Choose the words you like best.

4. To whom will you send your card? Do not tell anyone this, for it is to be a surprise. Each pupil will write the name of a classmate on the back of the card he makes.

5. Below are several of the good wishes that can be printed or written on Christmas cards. Which one will you take?

Merry Christmas

A MERRY CHRISTMAS TO YOU

A Merry Christmas and a Happy New Year

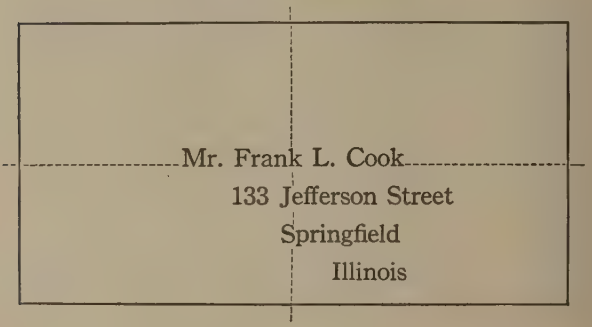
Wishing You Every Good Thing

Greetings for Christmas and the New Year

Exercise. 1. Now make your Christmas card. When it is done write your name in the lower right-hand corner. Write on the back of the card the name of the person to whom you wish to send it.

° 2. If you wish to do so and have time enough, make more than one card; then you can send to more than one friend. If you wish to send to someone outside the school, turn to the following section in this book. There you will learn how to write the address on the envelope.

107. Writing Addresses



STUDY

Silently follow the directions and answer the questions below:

1. Cut several pieces of paper the size and shape of an ordinary envelope.

2. Notice where the dotted lines are drawn across the envelope above. The one going from left to right divides the envelope into two equal parts. It is drawn there to show you that the name of the person is written on this middle line. Write the name so on your paper, but first read what follows.

3. Where to begin to write the name of the person is the question. Write it so that the margin at the left of it is about the same as the margin to the right of it. This depends upon the length of the name. Now write the name correctly on your paper.

4. Notice that the street address begins not directly under the beginning of the person's name, but a little to the right. Write it so on your paper.

5. Notice that the name of the city begins not directly under the beginning of the street address, but a little to the right. Write it so.

6. Notice where under the name of the city the name of the state begins.

7. Look at the address you have written. Does it look as well as the one on page 262? What must you do better the next time? Notice where capital letters are used in the address on page 262. Have you written capital letters where they belong in your address?

Copying. For practice copy the address on one or two more sheets of paper, comparing each with that in the book to make sure you are doing everything correctly.

Writing. On other sheets of paper cut the size and shape of an envelope, write

1. The name and address of your father or mother.

2. The name and address of an uncle, an aunt, or another relative.

° If you cannot yet write addresses correctly and neatly, cut out several more pieces of paper and do the above work over with the help of a classmate.

° If you can easily address an envelope correctly and neatly, help a pupil who cannot yet do this well. If there is time, make one or more Christmas cards to send to relatives. Write the address where it belongs. If the card is to go by mail you must put a two-cent stamp on it.

Abbreviations and Initials

Review. If you do not remember how to write names and such titles as *Mr.*, *Mrs.*, and *Miss*, study the following before addressing your Christmas cards.

1. Mr. Henry L. Holder
2. Mrs. Henry L. Holder
3. Miss Mary Carlton
4. Dr. W. F. Cutting
5. Capt. John F. Gates

108. Using *isn't* and *aren't* Correctly

Did you ever hear anyone say *ain't*? Did you ever say *ain't* yourself? Of course you know that *ain't* is bad English. There is no such word as *ain't*. The correct English for it is *am not*, *are not* (*aren't*), or *is not* (*isn't*).

Drill in Correct Usage. 1. As you read the following sentences aloud, fill each blank with the proper one of these correct words or groups of words:

1. am not (for *I am not* you may say *I'm not*)
2. aren't (are not)
3. isn't (is not)

1. He ___[1]___ going, and she ___[2]___ going either.
2. We ___[3]___ going, and you ___[4]___ going either.
3. I ___[5]___ reading, and he ___[6]___ reading either.
4. You ___[7]___ studying, and I ___[8]___ studying either.
5. It ___[9]___ too late, and the train ___[10]___ late.
6. ___[11]___ you older than I am? I ___[12]___ eight.
7. ___[13]___ he your brother? You ___[14]___ joking?
8. ___[15]___ this the right road? We ___[16]___ lost.
9. ___[17]___ she jolly? ___[18]___ they friendly?
10. I ___[19]___ sleepy. I ___[20]___ tired.
11. ___[21]___ you ready? ___[22]___ we late?
12. ___[23]___ he mistaken? You ___[24]___ as old as he.
13. ___[25]___ she joking? I ___[26]___ sure.
14. It ___[27]___ far from here. This ___[28]___ the place. I ___[29]___ sure.
15. ___[30]___ you going with me?

2. When you can easily fill the blanks correctly, increase your speed, still reading distinctly and without making mistakes. At last, perhaps the teacher will time you.

109. Playing a Telephone Game

In a certain school the pupils like to play telephoning. They have even made a small telephone book. In it are the names of all the pupils in the class, with

make-believe telephone numbers. See how they play the game of telephoning invitations.

Pauline makes believe she is to have a birthday party at her house. She wants to invite some of her friends. In the telephone book she looks for Luella's number. It is Black 2332. She lifts the make-believe receiver to her ear and waits for Operator to answer. A classmate is Operator.

OPERATOR. Number, please.

PAULINE. Black 23 — [*She has forgotten the number.*] Excuse me please, I have forgotten the number. [*She hangs up the receiver and finds the number again. Now she lifts the receiver and waits for* OPERATOR.]

OPERATOR. Number, please.

PAULINE. Black 2332 (two, three — three, two).

OPERATOR. Black 2332?

PAULINE. Yes, please.

LUELLA [*in her house hears the telephone ring and takes up the receiver*]. This is Black 2332.

PAULINE [*recognizing Luella's voice*]. Oh, Luella, hello.

LUELLA. Hello, Pauline.

PAULINE. I should like to have you come to my house tomorrow afternoon at half past two, Luella. I'm giving a birthday party. I am asking a number of boys and girls, and I do want you to be here. Can you come?

LUELLA. Oh, I should like to, Pauline, and I think I may. I must first ask Mother. Will you wait just a minute?

PAULINE. Yes. Oh, I do hope she'll say Yes.

LUELLA [*after half a minute*]. Are you still there, Pauline?

PAULINE. Yes, here I am.

LUELLA. I'm sorry to have kept you waiting. Mother says Yes. When did you say the party would begin? Where do you live? You know I have never been at your house.

PAULINE. At half past two tomorrow afternoon, Luella. I am so glad you can come. Oh, excuse me for forgetting to give you the address. It is 54 Bayview Street. Good-by.

LUELLA. Good-by, Pauline. Thank you for asking me.

STUDY

1. Did you notice how polite those two girls were over the telephone? What polite things did each one say?

2. What did Operator answer when Pauline gave Luella's number? Perhaps Pauline did not speak as distinctly as she ought.

3. What did Luella say first of all when she answered the telephone? Why is this better than saying *Yes*? or *What is it*?

4. What did Pauline say when she invited her friend to the party?

5. Can you think of another polite way of asking a friend to come to your party? Can you quietly say it to yourself?

6. Did either of the girls need to ask the other to say anything twice? Does that show that they both spoke loud and distinctly?

Game. One pair of pupils after another may play the game. Invitations may be given for other things than birthday parties, as:

To go skating	To go to an entertainment
To go coasting	To go to a museum

110. Writing and Answering Invitations

The game of giving and answering invitations which you have just been playing over the telephone can be played also with the help of the class post office. The invitations and the answers are written just like letters. Before you begin the game let us make sure that you know enough about letter writing. Notice the invitations and replies below:

I

54 Bayview Street
Seattle, Washington
January 3, 1930

Dear Luella:

Mother says I may have a party next Saturday afternoon at half past two o'clock. I do want you to come. I am asking a number of boys and girls you know.

Your friend,
Pauline Armstrong

II

782 Oregon Road
Seattle, Washington
January 4, 1930

Dear Pauline:

It is very kind of you to ask me to your birthday party next Saturday afternoon. I am very glad that I may go. I know that we shall have a jolly time.

Your friend,
Luella Weldon

III

782 Oregon Road
Seattle, Washington
January 4, 1930

Dear Pauline:

I cannot tell you how sorry I am. Father, Mother, and I are to visit Uncle William in Portland next Saturday. You see that I shall be unable to accept your kind invitation.

Your friend,
Luella Weldon

STUDY

Read to yourself and answer silently the following questions as you sit at your desk and prepare for the letter-writing game:

1. Do you see that Pauline has given her address in the letter on page 268? Why is this important in a letter?

2. Do you see that the address begins at about the middle of the paper, measuring from left to right?

3. What is given in the first line? What is given in the second line? What is given under the two lines that make the address?

4. Do you know that those three lines in a letter, giving the address and the date, are called the *heading* of the letter? Do you see that the second line of the heading begins not exactly under the first but a little to the right? Do you see where the third line of the heading begins under the second line? Which words begin with capital letters?

5. Is the heading of Luella's letter written in the same way as that in Pauline's?

6. What is the greeting in each of the three letters, and what mark follows it?

7. Is the first line of the main part of each letter indented?

8. In the third letter do you see where the two parts of the ending are placed? Do you see the little mark (,), a comma, after the first part? Is the ending written the same in the other two letters?

9. What polite words or sentences can you find in the three letters?

10. Do you like the wide margin around each letter?

Copying. To make sure that you are ready for the game, in which only correct and neat letters must be written, copy the first of the three letters above. Some of the pupils may copy on the board. These may first draw an oblong like this in which to copy, leaving a wide margin.

Correction. 1. Read the copies written on the board. Compare each with the letter in the book and correct all mistakes, using the questions in the **STUDY** on page 270.

2. Compare your copy with the letter in the book.

3. Sometimes mistakes are not noticed by the writer of a letter. Ask one or two of your classmates to look over your letter with you to find mistakes.

Game. The pupils who have done the best copying may be in charge of the schoolroom post office, receiving and delivering letters. Everybody will write a letter inviting a classmate to a party, or to some other interesting happening. These invitations will be mailed in the class post office. If the postmaster and the helpers find that they are well written they will be delivered. When the pupils receive invitations they will write polite answers, and these will be delivered through the post office if they are neat and correctly written. Perhaps some pupils will have time to send and answer more than one invitation.

Before the game begins, shall everyone's name be written on a slip of paper and placed in a box or basket, in order that each pupil may draw out the name of the classmate to whom to write?

111. Reading a Poem Aloud

As the teacher reads this amusing poem to you, notice which part of the elephant each blind man felt. Notice what each said. Notice the comical mistakes each made.

THE BLIND MEN AND THE ELEPHANT

It was six men of Indostan,
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The *Second*, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:

"I see," quoth he, "the Elephant
Is very like a snake!"

The *Fourth* reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like,
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The *Sixth* no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

JOHN GODFREY SAXE

1

Speaking. 1. Read the first stanza of the poem. If you have forgotten what the word *stanza* means, notice that the poem has eight parts, each having six lines. Each of these eight parts is called a stanza. After you have read the first stanza aloud, close the book, and in a sentence or two tell the meaning of that stanza. The meaning of the first stanza might be given in the following two sentences:

> Six learned men of Indostan, all of them blind, went to examine an elephant. Each wanted to find out for himself what this kind of animal is like.

PRACTICE

The class will answer these questions for you:

1. Did you read loud enough and distinctly? Did you speak so as to be easily understood?

2. Did you bring out the meaning of the stanza in your reading?

3. Did you give the meaning in clear-cut sentences?

4. Did you make a pause between sentences, or did you string the sentences together with *and*, *and so*, *and then*, or other words like these?

5. Did you use correctly some of the words in the stanza that are new to you?

Now try again. This time read and speak better.

In the same way other pupils will try to improve in reading the stanza and in telling its meaning.

2. In the same way read the second stanza and give its meaning in one, two, or three clear sentences. Listen to the remarks of the class about your reading and speaking; think these over, then try again. This time read and speak better.

3. In this way read and give the meaning of each of the other stanzas of the poem. It is by trying again and again that you improve your speaking.

Playing the Story. 1. Six pupils may play that they are the six blind men of the poem. Let them come forward and stand near the huge elephant that has been drawn on the front board by a pupil who can draw well. Each blind man feels his way to the huge beast, and touches some part of him. If you are the first blind man you will touch his "broad and sturdy side." You will have to open one of your eyes just a little bit to make sure that you are touching what you want to touch. Then you "bawl" — what? What does the first blind man bawl? Each of the other blind men will feel the beast and tell what he thinks it is like.

2. A second group of six pupils may now play the story. Perhaps they will play it a little differently — possibly like this:

> FIRST BLIND MAN [*feeling the broad and sturdy side of the elephant*]. Oh! this is the broadest animal I ever felt. It is just like a wall. I push it, and it does not move. It is sturdy, like a wall.

SECOND BLIND MAN [*feeling the tusk*]. A wall! Nonsense. You say this round, smooth, sharp thing is like a wall? That is nonsense. It is like a spear.

THIRD BLIND MAN [*feeling the squirming trunk*]. You are both wrong. A wall does not squirm about. A spear does not squirm about. You are both wrong. The elephant is like a snake.

And so on. Remember that the six men "disputed loud and long"; that is, they argued with each other. Let this be shown in the play. Your arguing must be good-natured, of course, so that the fun will not be spoiled.

3. Other groups of pupils may play. Indeed the same group may play more than once. Only by doing a thing more than once can you learn to do it better. That is why pupils in small classes, as in many country schools, are lucky. In such classes it may be that each pupil will have to play the part of more than one of the six wise men.

Reading. Let a team of six readers go to the front of the room and read the poem, each pupil reading one stanza. Then other teams may read. Teams may practice before reading. A team may read more than once. The class will say which team brings out the fun of the poem best in the reading.

°**Memorizing.** Those pupils who wish may memorize the poem and recite it to the class. If they recite very well, they may be asked to recite it before the whole school.

112. One and More than One

Some words mean only one person, place, or thing. When you say *pencil*, you mean *one* pencil, not more than one. If you want to say more than one pencil, you use the word *pencils*. So you see that some words mean more than one person, place, or thing. The words in the left column below mean one. Those in the right column mean more than one.

ONE PERSON, PLACE, OR THING	MORE THAN ONE PERSON, PLACE, OR THING
1. boy	**1.** boys
2. corner	**2.** corners
3. station	**3.** stations
4. book	**4.** books
5. needle	**5.** needles
6. janitor	**6.** janitors

Do you see that a word meaning *one* is changed to mean *more than one* by adding *s*? *Baker, bakers; park, parks; hat, hats.*

Exercise. 1. Each of the following words means *one* person, place, or thing. Change it to mean more than one.

1. car	**4.** plate	**7.** cook	**10.** doctor	**13.** soldier
2. camp	**5.** farm	**8.** shop	**11.** office	**14.** kitchen
3. gun	**6.** shoe	**9.** horse	**12.** farmer	**15.** sparrow

2. Each of the following words means more than one person, place, or thing. Change it to mean only one.

1. dancers	4. stores	7. wheels	10. crackers	13. pigs
2. buttons	5. apples	8. forks	11. singers	14. cows
3. hunters	6. rivers	9. songs	12. sailors	15. dolls

3. Give a sentence containing the first of the following words, but before you do so change that word to mean more than one. Then do the same with each of the other words.

1. pin	4. friend	7. clock	10. rose	13. ear
2. eye	5. servant	8. hand	11. bird	14. dog
3. cap	6. pocket	9. uncle	12. tree	15. cat

4. Ask a classmate a question containing one of those words but first change it to mean more than one. When the classmate answers the question, he will use the same word.

Most words that mean one are changed to mean more than one by adding *s*.

113. Telling the Story of a Picture

What is happening in the picture on the opposite page? Study the scene and find out the story in it.

STUDY

The following questions will help you find that story. Silently read and try to answer each one.

1. How does the hunter happen to be in the tree?
2. Why is his rifle on the ground?

Rodney Thomson

3. What kind of animals are those?

4. Is he far from the nearest village? How can you tell that?

5. Would it do any good if he should call for help?

6. How long can he stay in the tree before he becomes too tired, too cold, too hungry, or too thirsty to stay any longer?

7. What would happen then?

8. What would you do if you were in his place?

9. How will the story end? Will the man fall off the tree and be eaten by the wolves?

Read the questions once more and quietly say the answers to yourself.

Let us divide the story into three parts.

1. The first part will tell how the hunter happens to be in the tree with his rifle on the ground.

2. The second part will tell what he is thinking about as he sits in the tree and looks down at the pack of wolves.

3. The third part will tell how the story ends.

Speaking. 1. A pupil may tell the beginning of the story. If the class thinks this might be told better, other pupils may try to tell a better beginning. Do not tell more than the beginning. That stops when the man reaches a safe branch in the tree.

2. Now the middle of the story may be told. Each pupil may tell what plans the man makes as he sits on that tree branch. But he sees that each of his plans will not help him.

It seems useless to call for help.

It seems useless to hope that anybody will pass through there.

It seems foolish to try to get his rifle.

What can he do? This part of the story tells about the plans the man makes as he sits in the tree.

3. The story may end in several ways. Each pupil may tell how he thinks it will end. The class will say which ending is the best.

Writing. Let the entire class work together to write a story about the picture. As the pupils give the sentences the teacher will write these on the board.

1. First, the first part of the story. Think of an interesting beginning sentence. Several pupils will give beginning sentences. The class will decide which one is the best for their story. This the teacher will write on the board. What will you say after that?

2. Now the second part of the story; then the last or third part. These are both to be done in the same way as the first part. The teacher will write each best sentence on the board or perhaps ask pupils to do so.

Choosing a Name or Title for the Picture

Class Conversation. What name will you give the picture? Does this also fit the story the class has made? A name or title should be short. It should not tell too much, but it should tell enough. As different pupils give names or titles, the class will talk

these over and choose the best. A pupil may write this one on the board. The first word and every important word in the title must begin with a capital letter.

114. Using *was* and *were* Correctly

In the following sentences *was* and *were* are used correctly:

1. I *was* at home.
2. He *was* down town.
3. She *was* in school.
4. It (the cow) *was* in the barn.
5. We *were* at home.
6. They *were* down town.
7. They (the horses) *were* in the barn.
8. You *were* in school.

STUDY

1. In sentence 1 above only one person is spoken of — *I*. Is *was* used in sentence 1?

2. In sentence 5 several persons are spoken of — *we*. Is *was* used in sentence 5?

3. When one person is spoken of, *was* is used. See sentence 2. See sentence 3.

4. When more than one person is spoken of, *were* is used. See sentence 5. See sentence 6.

5. When one thing is spoken of, *was* is used. See sentence 4.

6. When more than one thing is spoken of, *were* is used. See sentence 7.

7. But with *you* the word *were* is used. See sentence 8.

8. Do you understand the following jingle?

When one you speak of, then use *was.*
Do not use *was* with two,
For *were*'s the word for two or more,
And *were*'s the word for *you.*

Test. 1. On a sheet of paper write the correct word, *was* or *were*, for each blank in the following sentences. With each word write the number of the blank to which it belongs. Correct your list in the usual way.

1. Where ___[1] you yesterday when I ___[2] at your house?
2. I ___[3] there an hour, and you ___[4] somewhere else.
3. ___[5] you on the street, or ___[6] you on the playground, or where ___[7] you?
4. He ___[8] at home. She ___[9] at home. You ___[10] not at home.
5. It ___[11] a dog that I saw when we ___[12] at the grocery.
6. Where ___[13] your friends? ___[14] they at the theater? We ___[15] there.
7. When ___[16] you in town? I ___[17] there yesterday, and so ___[18] our friends.

8. You ____[19] in the bank when we ____[20] there.

9. I ____[21] reading while the boys ____[22] playing.

10. ____[23] you playing with them? What ____[24] you studying? I know you ____[25] at home.

11. What ____[26] it that you ____[27] trying to find?

12. We ____[28] willing to help you. I ____[29] willing, and the other girls ____[30] willing.

13. Why ____[31] you not in the game? We ____[32] all in it but you. Those boys ____[33] in it.

14. ____[34] the visitors on time? You ____[35], but ____[36] they?

15. He ____[37] friendly, but the others ____[38] not.

Drill in Correct Usage. If the test shows that you need drill in the correct use of *was* and *were*, practice reading those sentences aloud until you can read them correctly in quick time. When you can do this, it will mean that the right words come to your lips the moment you need them.

° **Review.** Correct usage exercises are given on pages 206, 223, 231, and 237. Review one or more of those tests and drills, as the teacher directs.

115. Breaking Yourself of the "*and*" Habit

Many speakers use too many *and's*. The following paragraphs show this bad habit:

> 1. There was once a young shepherd boy *and* he tended his sheep at the foot of a mountain *and* in the dark forest near-by there were wolves.

2. One day he thought of a plan to have some fun *and* he called as loud as he could, "Wolf! Wolf!" The people of the village came to help him *and* they saw that they had been fooled *and* they went away angry.

3. Sometime after this a wolf really did come out of the forest *and* the boy was badly frightened *and* he called "Wolf! Wolf!" with all his might *and* the villagers heard his cry *and* they thought the boy was planning to make fun of them again *and* they smiled *and* they said, "He won't fool us this time."

4. The wolf jumped into the flock of sheep *and* he ate several of them *and* the frightened boy ran to the village *and* the villagers laughed at him *and* they told him, "A liar will not be believed even when he tells the truth."

ÆSOP

STUDY

1. Silently read the fable above just as it stands. Do you like all those *and's*?

2. Read the first paragraph of the fable again, omitting each *and*. Where there is an *and*, bring the sentence to a close. Drop the voice there and make a short pause. The paragraph will be like this (the periods are made very heavy, so that you will surely make a pause there):

> There was once a young shepherd boy. He tended his sheep at the foot of a mountain. In the dark forest near-by there were wolves.

3. Read to yourself the second paragraph, omitting all the *and's*; the third paragraph; the fourth.

Speaking. 1. A team of four pupils may now go to the front of the room and tell the fable. Each pupil will tell one paragraph, no more. Each pupil will tell his paragraph without an *and* that is not needed. The class will listen for unnecessary *and's* and will stop the speaker who uses one.

2. Other teams of four pupils may try to tell the story without an *and* that is not needed.

116. Writing Letters

Is the class post office open for business? Who is to be the postmaster? Who are to be the letter carriers? Where is the mail box?

Writing. Write a short letter to a classmate. Write about anything you please. If you wish, invite him to a make-believe party, or offer to sell him a puppy, or simply ask him how old he is. If you want an answer to your letter, you must write something that calls for an answer, like a question. Perhaps you can think of an amusing question that will make him laugh when he reads it. For the heading write your home address and for the date, the day on which you write.

Correction. Before you drop your letter into the class mail box read it carefully for mistakes. These should be corrected, because the postmaster will not let the mail carriers deliver letters with mistakes in them. Such letters go back to the sender.

When your letter has been dropped into the class mail box, the postmaster and his helpers will look it over for mistakes. They will use the same questions that you used for that purpose. These are given below. If the mistakes are few, you will be called in by the postmaster to correct them. If they are many, you will be asked to rewrite your letter.

When all the letters are ready for delivery the carriers will take them to the pupils to whom they are written. These names are on the outside of the folded letters.

Read the letter you receive. Does it call for an answer? Write that answer. Drop it into the mail box.

Let the game go on as long as there is time for it.

QUESTIONS FOR CORRECTING LETTERS

1. Is there a wide margin around the letter?
2. Is the handwriting neat?
3. Is the heading correctly placed and written?
4. Is the greeting followed by a colon?
5. Is the first line of the body of the letter indented?
6. Is the ending correctly written?
7. Are there any mistakes in spelling?
8. Have capital letters been used where they are needed?

117. Spelling Troublesome Words

Poor spelling spoils the looks of a letter even though that letter is correct in every other respect. Such a letter is like a neatly dressed boy or girl whose face

is not clean. Such a letter makes a bad impression. What must we do to make our letters always correct in spelling? We can do two things:

1. We must never let a letter leave our hands until we have made sure that every word in it is spelled correctly. We can make sure by asking someone who knows or by looking up the word in the dictionary if we know how to use the dictionary.

2. We must learn to spell a few hard words every week. There are not many. By and by we shall know all of those that we are likely to use very often in our writing. The words given for study in this lesson are the kind that give trouble to young letter writers.

1. The brave knight knows how to cut the *knot* with his *knife*.

2. Half the *calf* comes to more than eight pounds by exact *weight*.

3. The pair of gloves lay on the *chair* near the *stair*.

4. On the road is a *load* of meat to *eat*.

5. The axle was so weak that you could hear it *creak* and *squeak*.

6. If the war will *cease*, we shall have peace.

7. *Can Fan* be taller than *Nan* or *Dan*?

8. *Doff* your cap means take off your cap.

9. Keep off the grass. Keep on the walk.

10. *Pour* tea for four, but cut meat for three to *eat*.

11. Is it *true* that *Sue's* eyes are blue?

12. With the eyes in his *head* the boy read the name on the *bread*.

STUDY

As you silently read the twelve sentences given on page 288, refer to the explanations below. That is, read sentence 1 on page 288; then read explanation 1 below, and so on.

1. The *k* in *knight* and in *knows* is not sounded but it must be written, for it is part of each word. In that, these two words are like *knot*, *knife*, *knee*, and *knock*.

2. The last three letters in *half* and *calf* are the same. If you place *w* before *eight* you have *weight*.

3. The word *pair* means two that go together, as, a *pair* of shoes.

4. Notice that *road* and *load* are spelled alike except for their first letter and that *m* placed before *eat* makes *meat*.

5. Other words spelled somewhat like *weak* (meaning not strong) are *creak* and *squeak*. These others are given so that you will think of them when you are writing *weak*. Then it will be easier for you to remember that *weak* is spelled *w e a k*.

6. *Peace* means that war is over. The war has *ceased*. Both *peace* and *ceased* are spelled with *ea*.

7. Pronounce *than* to rime with *can* or *Dan*. That will make it easy to spell it correctly.

8–12. In the same way study the troublesome words in the remaining sentences. In each sentence the words in italics are given to help you remember those that are underlined.

Writing. Write sentences of your own containing the troublesome words you have been studying. As many pupils as possible may write on the board.

Correction. The class will correct the sentences on the board. Then with a classmate read your own sentences over and look for mistakes in the spelling.

118. Learning to Use the Dictionary

The dictionary tells us the spelling of words, their pronunciation, and their meaning. Let us learn how to use such a valuable book.

As you know, the words in the dictionary are given in the order of the letters in the alphabet. That is, a word like *able* is given under *a* and near the beginning of the book, but a word like *zebra* is given under *z* and near the end of the book; while words like *man* and *nose* are under *m* and *n* and near the middle of the book.

Exercise. 1. In your dictionary turn to the first page on which words that begin with the letter *a* are given; then to the first page on which words that begin with *b* are given; then to the first page of each of the other letters of the alphabet.

2. Tell under what letter you would look for each of the following words:

able	four	read	jolly	half
blue	know	zebra	peace	yes
into	vast	eight	bead	tell
cat	meat	water	need	question
dog	load	game	upon	office

3. Look for the word *able* in the dictionary. Look for the word *apple*. Both are given under *a* because

both begin with *a*, but which is given first, *able* or *apple*? This is because *b*, the second letter in *able*, comes before *p*, the second letter in *apple*. So *bat* comes before *bet*, *bet* comes before *bit*, *bit* comes before *boot*, *boot* comes before *bug*.

Now tell which word in each of the following columns comes first in the dictionary, which second, which third, and so on. You will see that all the words in each column begin with the same letter.

about	bug	go	man	tramp
after	bag	give	moon	trim
again	big	game	men	twice
apart	beg	glue	mule	two
away	boy	geese	mile	twig

STUDY

To prepare yourself for the game below, silently look for the following words in your dictionary. Try to find each word as quickly as you can, because you will have to be very quick to win the game.

against	big	game	two	mop	hand
carry	men	away	doll	fun	water

Game. Have your dictionary ready. As soon as the teacher calls a word, find it as quickly as you can. When you have found it, rise. Try to be the first to rise. Other pupils will rise quickly too, but the first pupil is the one who may read to the class the meaning of the word. Then the teacher will call other words.

119. Telling the Story of a Picture

STUDY

Silently study the picture on the opposite page:

1. Those two big polar bears with their noses in the air — what do you think they smell?

2. Do you think it is a long time since the sledge was left there?

3. Might the owner of the sledge have left only an hour ago?

4. Which of the following reasons for the owner's leaving the sledge seems to you a good one?

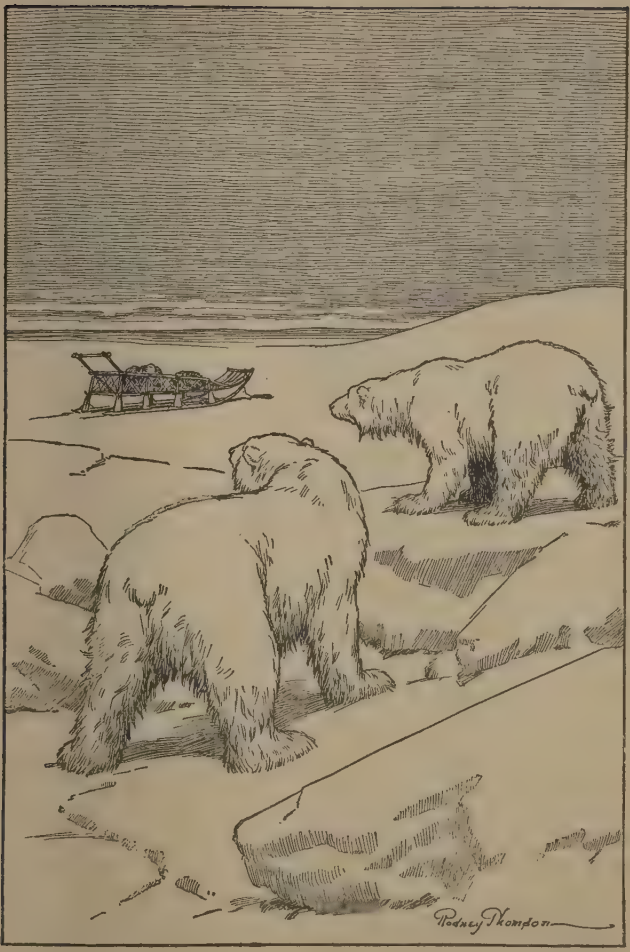
a. As the dogs were too tired to pull the sledge farther, the owner cut their harness and let them run. But where is the owner?

b. A band of friendly Eskimos came along and took the owner and his two friends to their Eskimo house. But why did they leave their packs?

c. The owner and his two friends (a man and a boy) have let their dogs run. They have started out to find a house or a hut. When they have found one they will return for their sledge and packs.

d. Just over the hill are the three hunters. They have put up a tent, started a fire, and begun to cook some fish. This is what the bears smell. But why have the hunters left their sledge and packs?

e. The hunters have been killed by robbers who have gone off with the dogs. But why did they leave the sledge and packs?


Rodney Thomson

Speaking. Tell the class the story of what has happened in the picture. Give names to the owner of the sledge and to his friends. Tell what happened to them and where they are now.

PRACTICE

1. Your classmates will listen carefully to your story. When you have finished, they will tell you whether your story fits the picture. Perhaps you told some things which could not be true.

2. Perhaps the class could not hear all you said. Perhaps you did not speak loud enough or clearly enough. It is too bad to spoil a good story in that way.

3. Perhaps you spoiled your story by using too many *and's*, or by saying *seen* for *saw*, *done* for *did*, or *gone* for *went*. The class will tell you about these things.

4. After you have thought about your mistakes, show the class that you can tell your story better. If you do not succeed this time, try again.

Giving the Picture a Title

Class Conversation. Let everyone give the picture a suitable name or title. Titles that please the class may be written on the board. Shall the teacher or the pupil who gave the title write it? How is the first word, as well as every important word, in a title written? The class will decide which title is the best. Perhaps two or three titles are equally good.

120. Correct Usage: *those, them*

It is correct to say "*those* trees," "*those* people."

It is correct to say: I see *those* trees. I see *them*. I see *those* people. I know *them*.

It is wrong to say "*them* trees," "*them* people."

Exercise. As you read the following sentences aloud, fill each blank with *those* or *them*, whichever you think correct:

1. See ____[1]. See ____[2] flying fish. See ____[3].
2. I never saw ____[4] before. I never heard of ____[5] before.
3. Who are ____[6] boys? Do you know ____[7]?
4. Who are ____[8] girls? Do you know ____[9]?
5. When he saw ____[10] soldiers, he asked, "Are ____[11] soldiers friendly?"
6. We watched ____[12] march. We saw ____[13] salute.
7. See ____[14] now. See ____[15] straight rows.
8. What are ____[16] things for? I mean ____[17] things on the table.
9. Don't you see ____[18] boxes? Don't you see ____[19]?
10. I see ____[20] boxes. Do you want ____[21]?

Test. This test is for the use of *those* and *them*, but also for other words, some of which you have been studying and ought to know. As usual, write on a sheet of paper the correct words with their numbers, and find

your mistakes when the teacher or a pupil reads the correct list.

1. Look at (**those** [1] **them**) mud tracks on the floor. Look at (**those** [2] **them**). Who made (**them** [3] **those**)?
2. I never (**saw** [4] **seen**) (**any** [5] **no**) muddier tracks.
3. Who (**done** [6] **did**) this? Who made (**those** [7] **them**) tracks?
4. I'll (**teach** [8] **learn**) him a lesson.
5. Smell (**them** [9] **those**) flowers. Smell (**them** [10] **those**) again. I never (**seen** [11] **saw**) (**no** [12] **any**) prettier ones.
6. Where (**were** [13] **was**) they picked? They (**was** [14] **were**) picked in our garden.
7. Haven't you (**never** [15] **ever**) (**seen** [16] **saw**) our garden? No. (**May** [17] **Can**) I see it now?
8. You (**may** [18] **can**) see it any time you wish.
9. When we had (**went** [19] **gone**) into the garden, along (**came** [20] **come**) the old gardener.
10. "I'll (**learn** [21] **teach**) you the names of the flowers," he said.

Drill in Correct Usage. If you need further drill in the correct use of these words, read aloud repeatedly the sentences above, as well as the ten sentences preceding these, until you can choose the correct words rapidly.

Review. Review one or more of the correct usage tests or drills in the sections that begin on pages 206, 231, 264, and 282, as the teacher directs.

121. Omitting *and's* that Are Not Needed

Some pupils speak like this:

(1) In the Far North three hunters had lost their way *and* their dogs were too tired to drag the sledge any farther *and* food was getting scarce. (2) The driver whipped the hungry, worn-out animals *and* they broke their harness *and* they ran away *and* the hunters themselves were too weary to follow. (3) The hunters climbed over the hill *and* here they found a sheltered spot *and* they put up their tent for the night.

STUDY

1. It is easy to see that there are too many *and's* in this story. In the first sentence there are two *and's* that need not be there. If they were dropped, that sentence would become three sentences. As you read the following three sentences can you tell where the *and's* were?

> In the Far North three hunters had lost their way. Their dogs were too tired to drag the sledge any farther. Food was getting scarce.

2. The second sentence has more *and's* than it needs. If they are left out, the sentence becomes three sentences. As you read them on page 298, can you tell where the *and's* were?

The driver whipped the hungry, worn-out animals. They broke their harness and ran away. The hunters themselves were too weary to follow.

3. The third sentence could be made better by leaving out the two *and's*. As you read the following two sentences, do you see that *where* has taken the place of one of the dropped *and's*?

The hunters climbed over the hill. Here they found a sheltered spot where they put up their tent for the night.

Oral Exercise. 1. Read aloud the three sentences at the beginning of this lesson, but do not read any *and's* that are not needed. When you leave out an *and* that is not needed, what do you do?

a. Usually you drop your voice, bringing the sentence to a close; then you begin a new sentence.

b. Sometimes you use *where*, *when*, or some other word in place of *and*.

2. Read aloud the first of the following sentences. Do you see that the *and's* that are not needed spoil the sentence? Now read it again, leaving out every *and* that is not needed. Keep those which are needed. In the same way read each of the numbered sentences on pages 299 and 300.

1. Polar bears live in the Far North and they are big, strong animals and their thick fur protects them against the cold.

2. Once I saw two polar bears in a zoo and they had thick white fur and they looked very warm.

3. Full-grown polar bears are about nine feet long and these animals sometimes weigh over 1000 pounds.

4. Polar bears are good swimmers and they live largely on young seals and fish.

5. It is cold in the Far North and everybody wears furs and the animals there have thick fur.

6. In the Eskimo house the hunters received food and drink and they were very glad to be safely out of the icy cold wind.

7. The robbers saw the white hunters and they wanted those six fine dogs and they came and took them.

8. The two polar bears smelled the fried fish and it made them hungry and they crawled nearer to see where the smell came from.

9. Two of the hunters were men and one was a boy and all three were tired and hungry.

10. They had lost their way and their dogs were tired out and a cold wind began to blow.

11. The hunter cut the dogs' harness and the three men left the heavy sledge where it stood and they left some of their packs on it and they started out hoping to find an Eskimo house.

12. An Eskimo boy came out of the house and he asked the strangers who they were and they told him that they were lost and the Eskimo boy called his father.

13. An Eskimo house is built of ice and snow and it is warm and it has only one window.

14. The Eskimo builder makes a ring in the ground and on this he places blocks of ice and on top of these

he lays more blocks and then he shovels snow against this wall and at last not a crack is left in it.

15. A low, narrow hallway is made and this is the only way into the house and the Eskimos creep through it on their hands and knees.

122. Retelling a Story for Practice

One day Carl Akeley, who spent many years in Africa, had a narrow escape while hunting elephants. As he was waiting in the woods for the animal to show itself, he happened to look up. There, without a sound of warning, was one of the huge beasts almost directly over him. Akeley instantly pulled the trigger of his gun, but the gun would not go off. The elephant, with two white tusks high in air, was now upon him, — indeed, directly over him. With quick presence of mind the skillful hunter seized a tusk in each hand and swung in between them as the angry animal drove them into the ground, one on either side of the hunter. So, fortunately, Akeley was only stunned. The elephant probably thought him dead, for it turned away and disappeared in the forest. Many hours afterwards Akeley opened his eyes again and was thankful to find himself still alive.

STUDY

1. Silently read the story above and notice what comes first, what next, and so on to the end.

2. Does the beginning sentence tell the one thing that the story is about?

3. Does the beginning sentence make you wish to read the rest of the story?

4. Does the closing sentence finish the story in an interesting way?

5. What is the meaning of each of these words and groups of words?

narrow escape	directly over him	seized
without warning	was now upon him	tusks
huge	presence of mind	stunned

Speaking. Tell the story of Akeley's narrow escape. Since your classmates already know the story, they are interested only in your way of telling it. That is what this exercise is for — to study your way of telling a story and to help you improve your speaking where it needs improvement. After you have spoken, the class will tell you which of the following problems to solve:

Problems

1. Can you tell the story again and at the same time stand straight, look at the class, and speak loud enough and so distinctly that you can be understood by everyone in the room? How many trials do you need before you succeed in doing this?

2. Can you tell the story again and invent a good beginning sentence for it? Do you make a clear-cut pause at the end of every sentence in the story?

3. Can you tell the story again and remember to do all the things mentioned in the two paragraphs above? How many times do you need to try? If you have ever

practiced a piece on the piano, or on the violin, you know that you have to play it over and over before you play it right. Story-telling, also, calls for much practice.

Class Conversation. What title could we give to the story? As pupils suggest titles the class will talk them over and the teacher or the pupils who give them will write the best ones on the board. Is the following title too tame or colorless? How can it be improved?

Akeley and the Elephant

123. Giving Directions

Directions should be given in short, clear sentences, without an unnecessary word.

I

"Can you tell me when the trains leave here for Kansas City?"

"They leave here every other hour beginning at nine in the morning. The last train leaves at nine in the evening."

II

"Will you please tell me how to get to the public library?"

"Certainly. Take the green street car at that corner. Ask the conductor to let you off at Brett Street. The library is on Brett Street near the corner."

III

"I am looking for boys' gloves. Where shall I go?"

"Take the elevator to the fourth floor. The glove section is over near the windows."

STUDY

At your desk, work on the following directions and questions:

1. Read the first conversation. Do you see any *and's* in the answer? Do you notice that the answer is given in two short sentences?

2. Notice the short sentences in the answer in the second conversation. Can you find one unnecessary *and* in that answer?

3. In the third conversation notice that the question as well as the answer consists of two short sentences. Are there any unnecessary *and's* in either?

4. What, then, do those conversations teach us about giving directions?

Speaking. 1. Suppose that you are standing in front of the schoolhouse. A stranger asks you to direct him to the first of the following places. Do so in as few and as short sentences as you can.

1. The nearest church
2. The nearest mail box
3. The nearest hotel
4. The public library
5. The courthouse
6. The nearest drug store
7. The railroad station

PRACTICE

Give the same directions, two or three times if necessary, in order to learn to do better whatever you have done poorly. It is practice that makes perfect. These are the points to have in mind at this time:

1. Making the directions clear — that is, easily understood
2. Using short sentences with no unnecessary *and's*
3. Speaking politely and in a pleasant tone of voice

2. In the same way practice directing a stranger to the second place in the list; to each of the other places.

124. *Project:* A Safety-First Poster

Many accidents happen because children are careless or because they have not been told that some things are dangerous to do. So a house is burned down, because a little boy did not know that it is unsafe to play with matches; or a child dies, because there was a cut on his foot that was not taken care of; or a little girl is hurt, because the pupils in a certain school had not learned the fire drill; or somebody is run over, because he did not watch the green and red lights when he crossed the street; or a baby is burned, because its big brother or sister failed to keep the little one away from a tub of hot water.

Today we are going to think of only one kind of safety. We may call it street safety. We shall make

a poster that will tell everyone who reads it how to keep safe on the streets. Let us begin by telling different ways in which people get hurt on the streets.

STUDY

Prepare yourself for a talk to the class:

1. Have you ever been in an accident on the street or have you ever seen one?

2. What happened in that accident, or in an accident you have heard about?

3. Why did that accident happen? Whose fault was it?

4. Can you make a rule that people should follow so that such accidents will not happen?

5. When you tell the story of your accident — that really happened to you, or nearly happened to you, or that you saw or heard about — how will you begin it? Do you remember what makes a good beginning sentence?

Speaking. Tell the class about your accident. Tell what happened, why it happened, and what should be done so that such accidents will not happen.

PRACTICE

The class will be on the lookout for the following things:

1. Whether your beginning sentence is interesting.

2. Whether you stick to your subject as told in that beginning sentence, or talk about other things.

3. Whether you stop talking when you are through, and so end your story well.

If you find that you have done everything perfectly, then, of course, you need no more practice in story-telling. But if you have made some mistakes, think these over. Think how you can speak without making them. Then try to do it.

Class Conversation. After the accident stories have all been told, the class will be ready to make rules that will help to prevent accidents on the street. Pupils will suggest rules. The class will talk these over. Then the teacher, or perhaps the pupils who made them, will write them on the board.

1. In a certain school this rule had been written on the board:

> *If you are waiting for a street car, do not stand where an automobile might run over you.*

The class changed the rule to read:

> *Stand in a safe place when you wait for a street car.*

This is shorter, and just as clear as the first.

2. Then the pupils improved the following rule:

> *If you see a banana peel on the sidewalk, do not step on it, but kick it into the street so that others may not slip on it.*

This was clear enough but seemed too long. When they had finished changing it, the rule read as follows:

> *Push banana peels into the gutter, where no one will slip on them.*

As you make each of your rules better — that is, shorter and clearer — it will be written on the board in its improved form.

Copying. On a large sheet of paper or cardboard copy the rules on the board. As you do so, remember these things:

1. To leave a wide margin on all sides of your writing. This is for looks.

2. To write so that the rules can be easily read.

3. To make no mistakes in capital letters, in punctuation, or in spelling.

These copies are to be fastened to the walls of the schoolroom. The very best may be put in the hall, where pupils from other classes may read them.

Correction. 1. Read your copy and look for mistakes. Correct these.

2. To make doubly sure that you have found all the mistakes in your poster, ask another pupil to look it over with you. Perhaps now you will find some little mistakes which have been hiding from you.

°Each pupil who has finished his poster may make another, while the rest of the class are correcting and improving theirs. This second poster is for one of the other classrooms.

125. Saying *no, not, never,* Correctly

If you want to say *no,* one *no* or *not*-word is enough. Here are some *not*-words:

nothing (means "*no* thing")
don't (means "do *not*")
doesn't (means "does *not*")
never (means "*not* ever")
didn't (means "did *not*")
hasn't (means "has *not*")
haven't (means "have *not*")
isn't (means "is *not*")
aren't (means "are *not*")
wasn't (means "was *not*")
weren't (means "were *not*")
won't (means "will *not*")

If you want to say *no*, one *no* or *not*-word is enough. Two *no's* make *yes*. This seems puzzling, but look at the following two sentences:

1. The boy *didn't* do anything foolish.
2. The boy *didn't* do *nothing* foolish.

There is only one *not*-word in the first sentence — *didn't*. There are two *not*-words in the second sentence — *didn't* and *nothing*. Think of the two sentences. If the boy did NOT do *nothing*, then he *did* do SOMETHING. Two *not*-words make *yes*. The second sentence above means just the opposite of the first sentence.

Never use two *not*-words if you want to say *no*.

Speaking. 1. Without changing its meaning, say each of the following sentences in another way. Thus, you might say the first sentence in this way:

I have no cap.

1. I haven't any cap.
2. He did no harm.
3. She isn't anything like her sister.
4. That is nothing.
5. We never saw anything taller.
6. We are not going anywhere.
7. I have nothing to give you.

8. I haven't anything to say.
9. They never said anything to me.
10. I have been there at no time this year.
11. You are not going anywhere next Sunday.
12. He never has been any stronger.
13. Aren't you going to say anything?
14. Is he going to do nothing?
15. He did not say anything at any time.

2. How rapidly can you say the fifteen sentences above, each in another way, without changing its meaning, without making a mistake?

Game. A pupil, who may be called Ella, is sent from the room. The teacher gives another pupil a flower, a key, a paper cutter, a rubber band, a spectacle case, or some other object not usually found in a pupil's desk. Ella is asked to return.

TEACHER. Ella, one of the class has a flower in his desk. Ask one pupil after another whether he has it.

ELLA. Have you a flower in your desk, Marian?

MARIAN. I haven't a flower in my desk, Ella (*or*, I have no flower in my desk, Ella).

Or MARIAN [*if she has it*]. I have a flower in my desk, Ella. Here it is.

Then Marian goes out of the room, returns, and asks for the flower, or whatever is hidden. And so on.

Speaking. 1. Some days ago you made a poster of rules telling what to do to avoid accidents on the street. Give some of those rules in a new way. Begin

each with the words *Do not* or the word *Never*. Perhaps your poster has a rule that says:

> *Push banana peels into the gutter, where no one can step on them.*

Instead of that say something like this:

> Do not *leave banana peels on the sidewalk, where people can step on them.*

Or

> Never *leave banana peels on the sidewalk, where people can step on them.*

2. Begin each of the rules with *Do not* or *Never*. Give as many safety rules as you can to prevent accidents, not only on the street but anywhere, — rules like these:

1. *Never* play with matches.
2. *Do not* throw stones while on the playground.
3. *Never* put your unwashed fingers into your mouth.

126. Retelling a Story for Practice

One evening on his way to camp a hunter suddenly came face to face with a herd of African buffaloes, which are dangerous animals indeed. He silently stepped aside and crouched in the grass while the herd passed in a cloud of dust. Then he quickly climbed a tree to see where they had gone. Not far ahead, he saw about fifty buffaloes lined up and looking back. At last a big old fellow with shaggy mane came slowly toward the tree in whose branches the hunter was hiding. Slowly, cautiously, the animal passed around the tree, sniffing and snuffing this way and that. Then it returned to the others, when they all started off again and disappeared over the plain. They seemed satisfied, and so was the hunter.

STUDY

Studying alone at your desk, follow these directions and answer these questions:

1. Read the story and notice what happened first; what next; and what last.

2. Does the beginning sentence tell what the story is about?

3. Does the beginning sentence make you want to read the rest?

4. Does the closing sentence give the story an interesting ending? Does it make you smile? That is a good thing for a closing sentence to do.

5. What do the following words mean?

crouched	mane	snuffing
lined up	cautiously	disappeared
shaggy	sniffing	satisfied

6. Prepare yourself for telling the story by reading it once more and fixing in your mind the things spoken of above.

Speaking. You are to tell the story several times. The first time tell it to show how well you can tell it without any suggestions from the class.

PRACTICE

Your classmates know the story as well as you do. They will be interested to see how well you tell it. Listen to their praise and their criticism. Think carefully about the things you might do better as you work out the following problems.

Problems

1. Can you tell your story and at the same time stand straight and look at the class in a friendly way?

2. Can you tell your story and at the same time, without straining or raising the voice, speak distinctly and loud enough for all to hear?

3. Can you tell your story and do it in a lively manner, as if you were enjoying it yourself?

4. Can you tell your story and do all these things at one and the same time?

GROUP OF AFRICAN BUFFALOES

After a photograph from the Field Museum of Natural History, Chicago

Class Conversation. Can you think of a telling title for the story? Every pupil will give the best title he can suggest for it. The class will talk about these titles and the teacher will write on the board some of the best. The class will then decide which one is the very best.

As you know, the first word of a title begins with a capital letter. So does every other important word in the title. Such words as *the, a, and, for, on,* unless they begin titles, are not begun with capital letters.

127. Letter Writing

Somewhere in the Far North
April 1, 1930

Dear Alfred:

We are not lost. We did not desert our sledge and our packs. There is bait in that pack to attract those two polar bears. Father, Uncle Fred, and I are hiding where we can watch them. When we get a good chance we will shoot them. Then I can show you their skins when I return home.

Your classmate,
Walter Greenfield

What does that letter mean? Has it anything to do with the picture opposite page 292 of this book?

You did not know that your friend Walter was in the Far North, did you? Of course there are no post offices up there. His letter must have been taken by some Eskimos to a town in Greenland where there is a post office and where ships come to take mail every once in a long time. How else could it have reached Alfred?

Perhaps Walter is only joking. Perhaps he is not in the Far North at all. Notice the date of his letter. What does that mean?

You might pretend, too. Everybody in the class might. Some could say they were up in a tree in Africa with a herd of buffaloes around the tree. Others might pretend they were traveling with a circus — as lion tamers, keepers of the elephants, tight-rope walkers, or anything else. Still others might pretend they were living with a band of Indians. Perhaps someone in the class has climbed up the beanstalk after Jack to help him find the giant. If each pupil should write a letter to a classmate telling where he is and what he is doing, what surprises there would be! You may have been wondering where Nellie is. Is she lost? Is she safe? Then comes the letter saying she is perfectly safe in a tree in Africa. Since the buffaloes cannot climb the tree, she is not worrying. She thinks that while she is up there she will use the time to write you a letter. Now the letter has come to you through the class post office just as Walter Greenfield's came to Alfred.

STUDY

Prepare for the letter writing by studying these questions:

1. Where will you pretend you are? What, then, will you write for the heading of your letter?
2. To whom will you write?
3. What is happening to you where you are, far away from your school and your home?
4. What is your beginning sentence to be?

Writing. Write your letter. Fold it the shape and size of an envelope; then write the name and address on it.

Correction. 1. Look your letter over. These questions will help you correct it:

1. Have you the proper margin all around your writing?
2. Is the heading written as in the letter on page 316?
3. Has the greeting the proper punctuation?
4. Is the first line of the body of the letter indented?
5. Is the ending written as in Walter's letter?
6. Does every sentence begin with a capital letter?
7. Does the right mark follow every sentence?
8. Have you made any mistake in spelling?

2. Look the address over. Refer to the addressed envelope on page 262 of this book. Have you begun each name with a capital letter? Have you placed a period after each abbreviation, such as *Mr.*, *Mrs.*, *St.*, *Ave.*, *Blvd.*?

Copying. It may be best for you to copy your letter after you have corrected your mistakes.

128. Pronouncing Correctly

Pronouncing. As the teacher pronounces these words, listen and then pronounce each the same way:

1. kept	(NOT *kep*. See *t* at end)
2. asked	(NOT *ask*. See *d* at end)
3. third	(begins like *Thursday*)
4. fourth	(ends in *th*, NOT *t*)
5. threw	(NOT *trew*)
6. farther	(begins with *far*)
7. picture	(NOT *pitcher*)
8. drowned	(rimes with *ground*)
9. attacked	(say *attack*, then add *d*)
10. lion	(NOT *line*, but li-on)
11. horse	(NOT *hoss*, but to rime with *Norse*)
12. surprise	(begins with *sur*. Notice the *r*)
13. different	(dif-fer-ent: three parts)
14. difference	(dif-fer-ence: three parts)
15. grocery	(gro-cer-y: three parts)
16. jewelry	(jew-el-ry: three parts)
17. every	(ev-er-y: three parts)
18. geography	(ge-og-ra-phy: four parts)

STUDY

1. Silently read the first word above. Read what is written after it. Now say the word again.

2. In this way study each of the other words above.

3. Is there any word of which you are not sure? Ask the teacher about that.

4. With a classmate or two listening for mistakes, pronounce the words given above.

Reading. 1. The following sentences contain the words you have been studying. Read them aloud slowly and distinctly.

1. The *grocery* boy picked out a *picture* of a *lion* lying near a *horse.*

2. On the *third* or the *fourth* day he planned a *surprise.*

3. He often *asked* how to pronounce the word *geography.*

4. Not *every grocery* boy can say *jewelry* correctly.

5. He said *drowned* to rime with *round, found, pound, sound,* and *ground.*

6. He *backed* his *horse* and *attacked* the carefully *packed groceries* that were *stacked* on the walk.

7. *Farther* down the street a *different* boy *attacked* a *different* stack of *packed groceries.*

8. *Every* time the man *threw* a peanut at the elephant, the *grocery* boy smiled.

9. This is a *surprising difference*: an elephant will, and a *lion* will not, eat peanuts.

10. The *grocer kept* a *different horse* for his *third grocery,* of *course.*

2. When you are sure that you know how to pronounce each of those troublesome words correctly, read the sentences more rapidly, but still distinctly. Try to increase your speed.

3. Make sentences of your own containing the words you have been studying. Perhaps the teacher will allow a few nonsense sentences. How many of those words can you squeeze into one sentence?

129. Keeping a Diary

For a week each pupil is to keep a diary. This means that every day each pupil will write a few sentences telling the most interesting thing he has done or that has happened to him that day. At the end of the week the diaries will be read aloud to the class.

Perhaps you do not know exactly how to keep a diary. Here is what a schoolgirl wrote in her diary one day:

> *Monday.* When I awoke this morning I looked at the clock through my sleepy eyes and said, "It is half past eight!" How could I dress, wash, comb my hair, eat breakfast, put on my hat and coat, and run to school in time for the nine o'clock bell? I wondered where Mother was and why she had not called me. I jumped out of bed and looked for her. "What's the matter, Mary?" she said very quietly. I told her excitedly. "Oh," she said, smiling as she looked at the clock in my room, "that clock must have stopped. You have plenty of time, Daughter. It isn't seven yet."

STUDY 1

To prepare for keeping a diary think about these questions:

1. Does Mary's beginning sentence make you wish to know what happened?

2. Does that short, sharp sentence, "It isn't seven yet," make a good closing sentence?

3. Do you know that there are things happening all the time about which you can write — things such as these?

a. You forgot to close the chicken-coop door last night.

b. You upset your glass of milk at breakfast.

c. You had to run all the way to school to be on time.

d. Running an errand for your mother, you lost some money.

e. You cut your finger with a sharp knife.

f. You are keeping a diary and you think nothing interesting is happening to you.

Class Conversation. On the first day of keeping a diary it would be a good plan to talk everything over with your classmates. Tell what you will write about for the first day. Give your beginning sentence. Perhaps the teacher will write on the board what some of the pupils plan to write in their diaries. In this way everybody in the class will get well started.

Writing. Write in your diary every day for one week of seven days. Two of these will not be school days. Write the most interesting thing you have done, or the most interesting thing that has happened. Write only two or three sentences, unless (like Mary) you wish to write more. Do not let others know what you are writing until you read your diary aloud.

Correction. When you have finished your day's writing, look it over at once. You know what kinds of mistakes you may make. Correct all that you find.

°**Review.** Do you have trouble writing the names of the days of the week correctly? If you are not sure of the spelling of each name, turn to page 106, where these names are given.

130. Learning More about Sentences

Counting Sentences. 1. Silently read the first of the following paragraphs, and count the sentences. When you have the number, raise your hand. The teacher will tell whether you counted correctly. Then read and count the sentences in each of the other paragraphs.

1. Do you wish to make a little examination of your eyes? Pin a newspaper to the wall of the room. How far away from it can you stand and still see the large letters easily? Read with both eyes. Now read with one eye at a time. Are they both the same?

2. If you find that you can read better with one eye than you can with the other, there is some trouble. Tell your father or mother. Perhaps you need glasses. Only a doctor can tell. Your parents should take you to one.

3. Many children need glasses for a few years only. When they grow older they are able to go without. They should wear glasses when they need them. Otherwise they may suffer later.

For this reason ask your father to take you to a doctor if you have any eye trouble.

4. The cleaner we keep our teeth, the longer they will last. Therefore get a toothbrush. Get some tooth powder. Salt will do. Scrub every part of your teeth carefully every day. You will have to move your brush around pretty well to reach every part.

5. If you cut your finger the flesh will mend itself. A tooth can never mend itself. If you crack it, it can never grow together again. That is why you should not crack nuts or any other hard thing with your teeth.

6. Why are cracks in the teeth bad? They are bad because it is hard to keep the germs out of them. The germs are tiny little animals that do much mischief. They crawl into cracks in the teeth and eat and eat the teeth away. At last they reach the nerves in the teeth. Then you have a toothache.

7. I know a young lady with a funny little pointed mouth. Her upper teeth reach so far over the lower ones that the two rows never meet and never help each other when she chews. When this young woman was a little girl, she sucked her thumb every night when she went to bed. Little by little she changed the shape of her mouth. Now she looks like a squirrel.

8. Good health is closely related to standing straight. Standing straight helps one to be healthy, and to look healthy. When a person has been sitting a long time bending over his desk, he

should stand up and take a little exercise. This helps to straighten the back. Besides it makes the blood flow faster and makes one feel better.

9. If a man is in a very small room and no fresh air can get in he will die if he stays in the bad air long enough. Did you ever hear the story of the Black Hole of Calcutta? Over one hundred prisoners were put in a small room. There were two small windows in that room, but too small to let in enough air for so many men.

10. When morning came many of the men in that room had died. Only twenty-three out of one hundred and forty-six men were alive. Ever afterwards, in memory of that terrible night, the room itself was called the Black Hole of Calcutta.

F. G. JEWETT, "Good Health" (*Adapted*)

2. Listen as the teacher or a classmate reads aloud the first paragraph. Can you count the sentences by ear? How many are there? Perhaps the paragraph needs to be read twice before you can make the correct count. As the other paragraphs are read to you, count the sentences in each one.

Writing. Write one or more of the paragraphs above from dictation. As you write, remember that every sentence begins with a capital letter. Remember also that every sentence, if it tells something, ends with a period; if it asks something, it ends with a question mark.

Correction. After writing a paragraph compare it with the one in the book. Alone or with another pupil, look for mistakes. Keep these questions in mind as you read what you have written:

1. Have you begun every sentence with a capital letter?
2. Have you placed the correct mark at the end of every sentence?
3. Have you spelled every word correctly?
4. Have you indented the first line of your paragraph?

131. Saying the Same Thing in Different Ways: Possessives

1. This is the bicycle *that belongs to Henry.*
2. This is the bicycle *belonging to Henry.*
3. This is the bicycle *owned by Henry.*
4. This is *Henry's* bicycle.

As you see, there are several ways of saying that the bicycle belongs to Henry.

One way is to write *'s* after *Henry*, which makes *Henry's*. See the fourth sentence above. The little mark (') before the *s* in *Henry's* is called an **apostrophe.** See the apostrophe and *s* (*'s*) in each of the following groups of words:

1. Henry's kite
2. Ella's skates
3. Will's rifle
4. Mr. Brown's car
5. Mrs. Smith's flowers
6. Jane's doll
7. The teacher's book
8. The elephant's tusks
9. The lion's teeth
10. The girl's pencil

Speaking. Express the thought of each of the ten groups of words at the bottom of page 326 in a different way. Thus, for the first group, *Henry's kite*, you can say:

The kite that belongs to Henry.

Copying. Copy as many of the following sentences as you can in the time the teacher allows you:

1. Henry's hat looked funny on George's head.
2. Frank's big foot landed on the cat's tail.
3. Mary's mother was Cora's aunt.
4. On the teacher's desk lay Tom's knife, John's top, and George's marbles.
5. Ella's pleasant smile made friends for her.

Correction. Alone or with another pupil compare the sentences you have written with those in the book and look for mistakes. Look especially for mistakes in writing words which are followed by the apostrophe and *s* (*'s*). Do the same after the following exercise:

Writing. 1. As the teacher reads them aloud to you, write several of the sentences above. As you do so, remember how to write the apostrophe and *s*. Such words as *Henry's*, that show ownership or possession, are sometimes called **possessives**.

2. Copy each of the sentences on the following page. Where there is a blank, write the word that is given in parenthesis, but write this word so that it will show ownership. Thus, in the first of those sentences write *Tom's*.

1. (Tom) This is ____ dog.
2. (Fred, Mary) ____ dog was chewing ____ shoe.
3. (woman) On the grocer's counter lay a ____ purse.
4. (girl) The ____ mother visited the school.
5. (teacher) My knife was found lying on the ____ desk.

°3. Write the correct word for each of the blanks in the sentences below. Thus, for the fifth sentence write *cat's*, together with the number of the blank, 7.

1. (Mary, Fanny) __[1]__ cat lay on __[2]__ bed.
2. (cat) The __[3]__ eyes were half closed.
3. (John, Mary) __[4]__ dog saw __[5]__ cat.
4. (dog) The __[6]__ eyes were wide open.
5. (cat) Something disturbed the __[7]__ sleep.
6. (doll) Where is my __[8]__ dress?
7. (tiger) The __[9]__ growl was fierce.
8. (lion) The __[10]__ roar was loud.
9. (kitten) We looked at the __[11]__ paw.
10. (boy, pony) See that __[12]__ pony. See the __[13]__ mane.
11. (ship) The __[14]__ whistle sounded through the fog.
12. (captain) I heard the __[15]__ voice.
13. (fox) The dogs were on that __[16]__ trail.
14. (fish) In the __[17]__ stomach they found a thimble.
15. (Bess) Near __[18]__ cradle lay a collie.
16. (collie) It was the __[19]__ business to guard her.
17. (Max) It was brother __[20]__ collie.
18. (wolf) There was a collar around the __[21]__ neck.
19. (sheep) He heard the __[22]__ timid bleat.
20. (Lily, Joe) __[23]__ hat was on __[24]__ head.
21. (cow) The __[25]__ feed was in her box.
22. (pig) Do you see the __[26]__ ears?
23. (horse) He placed the saddle on the __[27]__ back.

132. Using *lie*, *lying*, *lay*, and *lain* Correctly

1. Tom's dog *lies* on the chair. (NOT *lays*)
2. Tom's dog *is lying* on the chair. (NOT *is laying*)
3. Tom's dog *lay* there yesterday. (NOT *laid*)
4. It *has lain* there before. (NOT *has laid*)

In those four sentences you see the words *lie*, *lying*, *lay*, and *lain* used correctly. After each sentence you see the incorrect word that is sometimes used by speakers who do not know better.

Notice, in the first sentence, that *lies* means "rests."

In the second sentence, *is lying* means "is resting."

In the third sentence, *lay* means "rested."

In the fourth sentence, *has lain* means "has rested."

Drill in Correct Usage. 1. As you read the following sentences aloud, say *lie* or *lies*, *lying*, *lay*, *has* or *have lain* in place of *rest* or *rests*, *resting*, *rested*, *has* or *have rested*. Thus, in place of *were resting* in the eighth sentence, say *were lying*.

1. On the floor *rested* a snow-white cat.
2. The tired boy *rested* on the soft grass.
3. What is that *resting* under the apple tree?
4. The cows *have rested* in the pasture all night.
5. One little goat *has rested* there with them.
6. *Rest* here while I *rest* over there.
7. His baby brother *rests* in that cradle.
8. The elephants were *resting* on the soft, cool earth.

9. Mary's cat is *resting* on the lounge today.
10. She *rested* there the other day.
11. She *has rested* there often.
12. Who has been *resting* on my bed?
13. What *has rested* on my chair?
14. What is *resting* on that table?
15. He *rested* on the rear seat of the car.
16. The calf *rested* quietly in the barn.
17. What is that *resting* on my new coat?
18. If he *rests* in the hay, he will *rest* in a soft place.
19. He was *resting* under a shady tree.
20. He *has* often *rested* there.

2. Read the sentences several times more, faster each time but always correctly and distinctly. Then read them beginning with sentence 20 and going up.

° **Review.** Correct-usage exercises are given on pages 206, 231, 282, and 295. Review one or more of those tests and drills, as the teacher directs.

133. Finishing an Unfinished Story

It is like a game to think of endings for an unfinished story. Each pupil tries to make the story end in a surprising way. This is good practice. It helps us to think of new things to say, which is something everybody likes to do if he can.

Here is an unfinished story:

On my way to school I saw something shiny lying on the sidewalk. Oh, how excited I was! I picked it up quickly and hurried to school, where I looked at it in the cloakroom.

There are many ways in which this story could end. Here is one ending:

It was a new pocketknife with a silvery handle.

"That's mine," said a big boy who had seen me pick it up. He wanted to take it away from me, but I gave it to the teacher.

The teacher tried to find the true owner. Two weeks went by. Many pupils looked at the knife, but no one knew whose it was. So now it is mine. Am I not lucky? Sometimes I wonder where the unlucky boy is who lost it.

Here is another ending:

It was a policeman's badge. The teacher told me to ask my father to take it to the police station. He took it there. When the policeman learned that I had found it he gave my father a dollar for me. I wish I could find a policeman's badge every day.

Here is another ending:

It was a large key, as new as if it had never been used. When I got home, I showed it to my father. He looked at it a long time. At last he tried it on our front door. It was a fit! Perhaps

a burglar had lost it on his way to our house the night before.

STUDY

1. Think of some of the very shiny things a schoolboy might find on the sidewalk.
2. Decide which one of these you will use for your story.
3. What does the boy do with it?
4. What happens then and how does the story end?

Speaking. Tell the class the ending you have made up.

PRACTICE

After your classmates have expressed their surprise and pleasure at your ending, they will try to tell you how you might have told it better. Perhaps you did not speak distinctly. Perhaps your speaking had some other fault. Try to overcome your faults when you tell your story again.

Writing. Make a title for the story. Write it on the board. The class will tell you whether it is an interesting title and whether you have written it correctly.

°**More Story-Telling.** Here are some more stories which need endings. If there is time for them the teacher will tell you which ones to study as you did the one above.

1. Fred Careless was leaning out of an upstairs window in his father's house, playing with an orange. The orange slipped out of his hands and

dropped squarely on the hat of an old gentleman who was passing below.

2. Lucy noticed that a large automobile raced by her down the street as she walked to school every morning. It went much faster than it should and did not slow down at the place where the children crossed. She made a note of the car number, because she thought she would tell her father about this reckless driver.

134. Letter Writing

You have not answered your classmate's letter from the wilds of Africa, or wherever he was when it was written. You may be sure that he is waiting for an answer. Besides, there probably are some questions you want to ask him. If he is hunting in Africa, you may want to ask him to bring you a baby elephant when he returns home.

Writing. Write your letter and address your envelope. Although your classmate is in so distant a place, the class postmaster will probably know how to find him.

Correction. 1. What are the things a letter writer must be careful to do? As you and the rest of the class name them, the teacher will write them on the board. One is to write the date correctly. Another is to indent the first line. There are others. When all these have been written on the board, read your letter over for mistakes. When you can find no more, ask a pupil to read with you, keeping in mind the

points on the board. Correct every mistake. You may wish to copy your letter after correcting the mistakes. If it is not a neat letter, the class postmaster will not deliver it, as you know.

2. In the same way correct your addressed envelope. Perhaps the teacher will ask several pupils to draw and address envelopes on the board, so that everybody may know exactly how to do this correctly.

Pupils who receive specially interesting letters will read them to the class.

135. Spelling Troublesome Words

In each of the twelve sentences below, one or more words are underscored, as is *night* in the first sentence. One or more other words are in italics, as is *light* in the first sentence. The underscored words are the words this lesson will help you learn to spell correctly.

1. At night there is little *light*, little *sight*.

2. He held the sweet *rose* to his nose.

3. The word have is pronounced to rime with the first part of *trav-el*, but it ends in *a-v-e*, like *save*. If you *save*, you have. If you do not *save*, you do not have.

4. Have you ever seen a *bear* pick a pear?

5. He rode to the door and *strode* into the *abode*.

6. With *fleet feet* he ran to meet his friend.

7. Next week he will *seek* a *sleek* and *meek sheep*.

8. She gave her *niece* a piece of pie.

9. *When* the *men* go to the robber's *den*, then you may go along.

10. This is neither for boys *nor* for girls, for it is for men.

11. The wind blew, the birds *flew*, the storm began to *brew*.

12. Although the sky was still red, we were *fed* and put to *bed*.

STUDY

Silently read the twelve sentences above in preparation for the exercise below. As you do so notice:

1. In each sentence the word or words in italics are somewhat like the word which is underscored. Thus, in the first sentence in what ways are the words *light* and *sight* like night? These likenesses will help you remember how to spell *night*.

2. In each sentence you learn a new word. There are twelve new words in the lesson.

3. Some words will be harder for you than others. Study those carefully.

Copying. 1. To prepare for the game below, copy the first four sentences on page 334, drawing a line under the important words in each.

2. In the same way copy sentences 5, 6, 7, and 8.

3. In this way also copy the last four sentences of the twelve.

Game. Let the class be divided into two sides. One side may be all boys; the other, all girls. Let the boys go to the board. One of the girls now dictates a sentence containing one of the twelve troublesome

words you have been studying. It should be a sentence like those on pages 334 and 335. After the boys have written it on the board, the girls point out the mistakes. These count against the boys. Now the girls write a sentence on the board that is dictated by one of the boys, and again the mistakes are noted. So it goes on as long as there is time to play. At the end, the side having the smaller number of mistakes is the winner.

136. Explaining Things

A pupil goes to the front of the room. She has nothing in her hand, but she seems to unwind a few feet of make-believe thread from a make-believe spool. She twists the end of the thread and brings it to a point with her fingers. Then with the other hand she pretends to take something off the table. It is a very small thing like a pin or a needle. Oh, it must be a needle, for she is holding it up in the light and seems to be trying to thread it. Yes, now she pulls the thread through, takes the needle in her right hand, and makes motions like a girl sewing. All the while she has not said a word. Now she looks up questioningly.

At once hands are raised. She nods to a pupil. That one rises and says, "I think you were showing us how to thread a needle, Lillian."

"That is correct, Susan," answers Lillian. "Now I will try to tell it in words."

Threading a Needle

First, I take the thread in one hand and twist the end to a point by using the thumb and finger of the other hand. Second, I hold the needle and turn it so that I can look through the eye. Then, I carefully push the pointed end of the thread through the eye. Last of all, I pull half the thread through the eye so that the thread will not slip out.

STUDY

1. Which of the things to do in the list below will you select to explain to the class?

2. In order to do the thing you selected, what do you do first? How can you show that first step without speaking?

3. What do you do next? Can you show that without saying a word?

4. What comes next? How can you show that?

5. Can you think of anything else that will show the class what you are doing? Remember, you are not to speak. You must show everything by motions.

a. Sharpening a Pencil
b. Riding a Bicycle
c. Sharpening a Knife
d. Flying a Kite
e. Filling a Fountain Pen
f. Rolling a Hoop
g. Rowing a Boat
h. Skipping Rope
i. Making Pancakes
j. Picking Flowers
k. Boiling Eggs
l. Spinning a Top
m. Mowing a Lawn
n. Riding a Pony
o. Swimming

I

Explaining. Without saying a word, show the class how you would do one of the things in the list on page 337, or something not in that list. The class will try to guess what you are trying to show. When the guessing is over, make your explanation in words and without any motions. If it will make your explanation clearer, use the words *First, Second, Third, Last of all.*

PRACTICE

The class will tell you whether you explained clearly. Perhaps you left out something important. Perhaps you did not tell things in the right order. Think how you might make your explanation better. The class will watch to see whether you really can, as you try again.

137. *Project:* Making a Little Book

If each pupil will write his explanation on a sheet of paper these sheets can all be put together in a book. A cover might be made. On this could be written, or printed, in large letters:

HOW TO DO THINGS

A BOOK OF USEFUL INFORMATION

BY

THE PUPILS IN MISS JORDAN'S ROOM

STUDY

Prepare for writing your explanation:

1. What do you remember about leaving a margin around what you write?

2. Where is the title of a story or an explanation placed? See the title of the book cover on page 338 and the title "Threading a Needle" on page 337.

3. Does every important word in a title begin with a capital letter? What other word begins with a capital?

4. Do you see in the explanation on page 337 the comma after *First*? Is there also a comma after *Second, Then,* and *Last of all*?

Writing. Write the explanation you gave to the class a day or two ago.

Correction. Before the explanations can be put together in a book for friends to see, we must make sure that there are no mistakes in them. With a classmate or two read your explanation over and look for mistakes. The questions in "Study" above will help you.

Copying. Perhaps you would like to copy your explanation before it goes into the book. When you do copy, write neatly and correct all the mistakes.

138. Retelling a Story for Practice

A friend of the great Akeley was once hunting lions with two African boys who carried nothing but spears. They had found the trail and were moving cautiously in the direction of their prey, which they discovered at length in the grass — a

NATIVES SPEARING LIONS

After a photograph from the Field Museum of Natural History, Chicago

big fellow angrily lashing its sides with its tail. The boys eagerly rushed to meet the beast. Not until they were within fifteen feet of the growling animal did they stop. Spears ready, they stood motionless and waited for the charge. Suddenly the furious animal leaped into the air, straight at one of them. But the boy knew exactly what to do. Stepping lightly to one side, he let fly his terrible weapon, driving it forward with all the strength he had. It struck the lion squarely in the neck, killing the animal instantly. In a moment its growl ceased, and it lay motionless at the boy's feet. "You see," he said to Akeley's friend, "this is not a hard thing to do." He smiled as he wiped the blood off his spear.

STUDY

Let the following questions help you to prepare yourself for telling the story of the lion hunt:

1. What do you think is your worst fault when you tell a story?

2. Why is it that you have not yet succeeded in overcoming that fault?

3. Do you think that you could tell the story without falling into that fault?

4. How would you prepare yourself to do it?

5. Would it be a good plan for you to tell the story at home several times and to try to overcome that fault each time you tell the story there?

Speaking. Tell the story of the lion hunter. Remember that your classmates know the story as well as you do. They will be interested in your way of telling it.

PRACTICE

Your classmates will be glad to praise what is good in your story-telling. Then they will point out your faults as a speaker. Would it not be interesting if they should not name the fault you had been practicing to overcome? Perhaps you have really overcome it. But what faults do they mention? Think how you can overcome these. Then try to do it.

Giving the Story a Name

Class Conversation. Which of the following is the best title for the story?

Spearing Lions
The Boy Hunters
The Lion and the Boys
The Lion Hunt
A Thrilling Adventure

What must a good title do? How does a good title differ from a good beginning sentence?

As pupils suggest titles, all good ones will be written on the board by those who give them. How should a title be written? Can you tell from the titles above?

139. Using Quotation Marks

1. The boy hunter said, "It is easy."
2. Akeley's friend answered, "But it is dangerous."
3. "Do you think so?" replied the brave boy.

STUDY

1. What did the boy hunter say? What are the very words he himself spoke?

2. What did Akeley's friend answer? What are the words that he used himself?

3. What, in his own words, was the brave boy's reply?

4. Do you see those little marks (" ") before and after what the hunter said?

5. Can you find the same marks before and after the words spoken by Akeley's friend?

When we tell what someone has said and use the words he himself spoke, those words are called a **quotation.** So "It is easy," in the first sentence, is a quotation. So "But it is dangerous," in the second sentence, is a quotation. "Do you think so?" in the third sentence, is a quotation.

When we write a quotation, we do three things:

1. We place little marks (" "), called quotation marks, before and after the quotation.

2. We begin the quotation with a capital letter.

3. We separate the quotation from the rest of the sentence, usually by a comma.

Copying. To make sure that you have learned the three things that are done when quotations are written, copy the three sentences at the beginning of this section. Several pupils may copy on the board.

Correction. After you have helped to correct the sentences on the board, correct your own, either alone or with a classmate.

Writing. Finish each of the sentences below by adding a quotation. Thus, you might finish the fifth so that it would read as follows:

John asked, "Where is Africa?"

Some of the writing may be done on the board.

1. Helen said
2. The boy shouted
3. The stranger remarked
4. The man said
5. John asked
6. The visitors asked
7. The girl begged
8. asked Mary.
9. answered Fred.
10. replied several boys.

Correction. The entire class will correct the sentences on the board. Then correct your own with the help of a classmate. What are the three things to have in mind when you look for mistakes in the writing of quotations?

° 140. Writing Abbreviations

Short forms like *Jan.* for *January*, *Sun.* for *Sunday*, or *Dr.* for *Doctor* are called **abbreviations.**

Test. The following sentences contain some common abbreviations that you may know very well. You have used them in your writing. As a test of your knowledge, write the sentences as the teacher

dictates them, but write as an abbreviation every word whose short form you know.

1. Jan. 6, 1930, Mr. and Mrs. W. B. Davis wrote to Dr. Wm. Leeds, who lives at 75 W. Adams St., Yorktown, Mich.

2. Important holidays occur each year on these dates: Feb. 22, Nov. 11, and Dec. 25.

3. Mrs. Chas. A. Smith and her daughter Miss Smith went to visit Dr. and Mrs. B. L. Brown, 33 Thornton Blvd., Madison, Wis.

° 141. Writing the Names of the Holidays

1. New Year's Day
2. Lincoln's Birthday
3. Washington's Birthday
4. St. Patrick's Day
5. Memorial Day
6. Independence Day
7. Labor Day
8. Halloween
9. Thanksgiving Day
10. Christmas

Writing. Copy this list of the holidays and write after each name the date of that holiday next year.

Correction. With a classmate compare your copy with the list above. The following questions will help you find mistakes:

1. Does each word in each name begin with a capital letter?

2. Is each name spelled correctly?

3. Has the *'s* in four of the names been written correctly?

4. Are the dates correct and correctly written with a comma in the right place?

° 142. Writing Contractions

1. do not	**1.** don't
2. is not	**2.** isn't
3. I will	**3.** I'll

Do not and *don't* mean the same thing; so do *is not* and *isn't*; so do *I will* and *I'll*. The shorter forms *don't*, *isn't*, and *I'll* are made by dropping a letter or several letters from the longer forms. So *I'll* is two letters shorter than *I will*. The mark (') that shows where letters have been dropped is called an apostrophe. The apostrophe (') in *don't* means that the letter *o* has been dropped out of *not* in *do not*.

Shortened words like *don't*, *isn't*, and *I'll* are called **contractions**.

Speaking. Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

1. doesn't	**6.** wasn't	**11.** I'm	**16.** I'll	**21.** you're
2. isn't	**7.** weren't	**12.** he's	**17.** you'll	**22.** we're
3. aren't	**8.** don't	**13.** she's	**18.** we'll	**23.** we've
4. haven't	**9.** wouldn't	**14.** I've	**19.** they'll	**24.** can't
5. hasn't	**10.** shouldn't	**15.** it's	**20.** they're	**25.** shan't

Writing. Several pupils may go to the board. Each may make and write a sentence containing one or more of the contractions in the list above. After the class has read, enjoyed, and corrected these sentences, other pupils may write others; and so on, until everyone in the class has written at least one sentence.

143. ***Test, Review, and Final Practice:*** **Correct Usage**

Test. 1. The following sentences contain the words the correct use of which you have studied and should know well. Choose the correct word from each parenthesis in group *A* and write it on a sheet of paper, together with the number of the parenthesis. When the correct list is read aloud, check what you have written. What is your score for this group?

2. What is the best score you can make for the sentences of group *B*?

3. What is your best score for group *C*?

A

1. I (**seen** [1] **saw**) a robin today. Have you (**saw** [2] **seen**) any this year?
2. (**Were** [3] **Was**) you in the garden when I (**saw** [4] **seen**) him?
3. He (**came** [5] **come**) before we had (**went** [6] **gone**) for the milk. Where (**was** [7] **were**) you then?
4. Have you never (**saw** [8] **seen**) (**none** [9] **any**) of (**those** [10] **them**) little yellow and black birds?
5. I (**have** [11] **haven't**) (**ever** [12] **never**) (**saw** [13] **seen**) that kind of bird.
6. (**Them** [14] **Those**) birds (**aren't** [15] **ain't**) often seen here.
7. (**May** [16] **Can**) I go with you to the woods? Will you (**learn** [17] **teach**) me the names of the birds?

8. I have (**did** [18] **done**) my work. I (**did** [19] **done**) my examples yesterday.

9. My paper is (**lying** [20] **laying**) on my desk.

10. If you will (**teach** [21] **learn**) me the names of (**them** [22] **those**) birds, I'll (**learn** [23] **teach**) you something else some day.

B

11. A book (lay [24] **laid**) on the chair. On it was (lying [25] **laying**) a boy's cap. Are (**those** [26] **them**) yours?

12. They (**ain't** [27] **aren't**) mine. This (**isn't** [28] **ain't**) mine, and that (**ain't** [29] **isn't**) mine.

13. I (**haven't** [30] **have**) never (**saw** [31] **seen**) (**those** [32] **them**) things before.

14. They (**were** [33] **was**) here before I (**come** [34] **came**).

15. When she (**went** [35] **gone**) to town, she (**done** [36] **did**) a number of errands.

16. (**Was** [37] **Were**) you with her? (**Was** [38] **Were**) she with you? Where (**was** [39] **were**) you two?

17. Going to town (**learns** [40] **teaches**) one many things.

18. It (**teaches** [41] **learns**) one to be careful when crossing a street.

19. I cannot do the first example. (**Can** [42] **May**) you?

20. (**Can** [43] **May**) I see how you began it? Who (**learns** [44] **teaches**) you to work so fast?

C

21. When I (saw [45] seen) you laugh, I knew I had (did [46] done) something funny.

22. Then you (come [47] came) and (taught [48] learned) me how to do (them [49] those) things right.

23. I have never again (gone [50] went) to (no [51] any) circus like that.

24. (Aren't [52] Ain't) (them [53] those) clowns comical?

25. (Was [54] Were) you there when we (was [55] were)?

26. The animals (were [56] was) (laying [57] lying) in their cages when we (saw [58] seen) them.

27. Not one of them (did [59] done) (nothing [60] anything).

28. When another circus comes, (may [61] can) I go?

29. Many circuses have (came [62] come), but we have not always (went [63] gone).

30. Circuses (teach [64] learn) you things. (Can [65] May) I go to the next one?

Drill in Correct Usage. If the test shows that you need the drill, read the sentences of one or more of the three groups above until your time record tells that you have had enough of this practice.

°Perhaps the teacher will ask you to read the drill sentences on some other page in this book. Perhaps you need drill for one word only, not for all that you have studied. The Index will help you find drill sentences for that word.

144. *Review and Final Practice:* Sentence Study

Too Many and's

Reading. Read the following paragraphs not as they are written but without the *and's* that are not needed. Where you omit one of those *and's*, you should usually bring the sentence to a close. How? By dropping the voice and making a short, clear-cut pause before beginning the next sentence.

1. A great wave carried Robinson to the shore and he lay there a long time and at last he arose and he walked about wondering where he was and he could hardly believe that he was the only one of all the ship's company that was saved. Indeed, he never saw a single one of his comrades again and the only sign that he ever had of them afterwards was a cap and two or three hats and a shoe.

2. He began to look about to see what kind of place he was in and he wondered what to do next and his clothes were wet and he had nothing to eat or drink and he thought he might be killed by wild beasts and he had no weapon with which to defend himself and, in a word, he had nothing about him but a knife and a pipe and a box with a little tobacco and he began to be worried over what might become of him in this strange country if there were dangerous animals in it.

3. He decided to climb a thick bushy tree and he thought he would be safer there than any-

where else and having climbed the tree he settled himself in a fork in the branches in such a way that if he should sleep he might not fall and at last he fell asleep and since he was very tired he slept very comfortably the whole night through and it refreshed him greatly.

4. When Robinson awoke it was broad day and the weather was clear and the storm was over, so that the sea did not rage and swell as before and what surprised him most was that the ship was still afloat and he could see it clearly about a mile from shore and he wished that he were on it to save some things for his use.

5. A little after noon he found that the sea was very calm and he saw that the tide was so far out that he could come within a quarter of a mile of the ship and he pulled off his clothes and took to the water and when he came to the ship he saw that he should have a hard time getting aboard and he swam around her twice looking for something by which to pull himself up and the second time he spied a small piece of rope which hung from one of the chains and with the help of this rope he got up into the ship.

6. He found that the food on the ship was dry and untouched by water and being hungry he sat down and ate his first good meal in several days and while he was eating he looked about and made up his mind what to take with him when he returned to land and there was no boat, but Robinson knew where there were boards and he hastened to make a raft and when he had finished

it he found it strong enough to carry any reasonable weight.

7. First of all he got several large chests and he filled these with bread and rice and three Dutch cheeses and a little corn that was left on the ship and he looked for some clothes and found enough for the present and there were other things he needed more and he found a carpenter's chest and this was a very useful prize to him and more valuable than a box of gold would have been at the time and all these things he loaded carefully on his raft.

8. His next care was for powder and arms and he found two very good shotguns in the cabin and two pistols and all these, together with a barrel of powder, he got to his raft and now he began to think of how to reach shore with his load and he discovered that he had no sail and no oar and no rudder and the least wind would have roughened the sea and made it impossible for him to get his raft to the land.

9. He looked about and found three broken oars and now losing no time he put out to sea and for a while everything went well and he hoped to find a good landing place where he might bring his cargo to land and before long he was lucky enough to discover a little inlet and when he entered this the strong current of the tide carried him into a cove and here at last he brought his raft safely to shore.

DANIEL DEFOE, "The Adventures of Robinson Crusoe" (*Adapted*)

Writing Sentences

The following paragraphs have no capital letters or punctuation marks. See how hard they are to read. Can you tell where one sentence ends and the next begins?

1. did you ever hear of columbus it was he who discovered america he sailed across the ocean many years ago everybody thought he would never come back he sailed on and on until he found america

2. only indians were living here then do you think they were surprised when they saw columbus they had never seen white men before they had never seen ships so large as those of columbus they thought columbus and his men had come down from the sky

3. when columbus returned to spain he was received with great honors he was the hero of the day the king and the queen gave him presents they asked him to sit at their side as an equal

4. soon he decided to make another voyage across the wide ocean the first time he had only three ships this time he had seventeen why did everybody want to go now everybody thought he would become rich if he sailed with columbus to america

5. he sailed about for three years it was a hard voyage he built a little town trouble met him on every hand the indians were not always friendly his own men were not always easy to manage at last he returned to spain later he made two more voyages to america

STUDY

Silently read and answer the following numbered questions, in preparation for the writing that you will do afterwards. This sort of work is called studying. Have you learned to study during the year? Can you do it easily?

1. With what kind of letter should a sentence begin? With what word does each sentence in paragraph 1 on page 353 begin?

2. With what kind of mark should a sentence end? Can you find a sentence in the first paragraph that should not be followed by a period?

3. With what kind of letter should a person's name begin? With what kind of letter should the name of a country begin? Can you find such names in the first paragraph?

Copying. 1. Copy paragraph 1 on page 353, writing capital letters and periods (or question marks) where these are needed. Then, with a classmate, correct your work. If there is no mistake in it, you need not copy any further.

2. In the same way copy the second paragraph, if you made a mistake in copying the first. Did you copy the second correctly? Then you need not copy the third. Instead, help other pupils correct their copying.

3. In the same way, if necessary, copy one or more of the remaining paragraphs. The more you need to copy, the more you should copy.

145. *Review and Final Practice:* Spelling Troublesome Words

The following are the troublesome words you have been studying. Probably you are now able to spell most if not all of them. The game will show.

1. an	**11.** hear	**21.** our	**31.** then
2. and	**12.** here	**22.** pair	**32.** their
3. are	**13.** knight	**23.** peace	**33.** there
4. blew	**14.** knows	**24.** pear	**34.** to
5. blue	**15.** meat	**25.** piece	**35.** too
6. eight	**16.** meet	**26.** read	**36.** two
7. for	**17.** night	**27.** red	**37.** weak
8. four	**18.** nose	**28.** road	**38.** wear
9. half	**19.** off	**29.** rode	**39.** week
10. have	**20.** or	**30.** than	**40.** where

Game. Let sides be chosen by two leaders, each of whom tries to select only good spellers. Let as many pupils of one side (side A) go to the board as can write there without crowding. What are they to write? The leader of side B reads them a sentence made by his side. This sentence contains a number of the words in the list, the more the better, but it must not be too long. When each pupil at the board has finished writing it, side B looks each one's sentence over for mistakes. These mistakes count against side A.

Now side B goes to the board and writes. This time the sentence, made by the pupils on side A, is dictated by their leader. Again mistakes are counted.

So the game goes on, the side making the fewer mistakes winning. It saves time to have one side make up sentences while the other is busy writing.

146. *Review and Final Practice:* Letter Writing

19 Beach Road
Lakewood, Ohio
June 6, 1930

Dear Julia:

Can you guess why I am glad that the summer vacation will begin soon? Then Mother will take me again to Colorado to your father's ranch, and you and I can play together as we did last summer.

Your loving cousin,
Helen Louise Thorne

STUDY

To make sure, before you begin to write, that you remember all you have learned about letter writing, silently read and answer the following questions:

1. Do you remember what the heading of a letter is?
2. Do you see in the letter above how the three parts of the heading are written?
3. Do you remember the name of the mark (:) that follows the greeting of a letter?

4. Is the first line of this letter indented? What does *indented* mean?

5. What are the two parts of the ending of this letter? Is there any mark in the ending?

Copying. Copy one or more of the following letters. How many? That depends on how well you do it. If your first copy shows that you know exactly how a letter should be written and can write it so, that is enough. But if you make mistakes copying the first, it seems that you ought to give yourself more practice by copying the second, and so on until you need no further practice.

Each paragraph below is a letter. It is to be made to look like a letter, with each part in its proper place and all punctuation marks where they belong.

1. Sweet Valley Ranch Jamestown Colorado June 30 1930 Dear Father Here we are Mother and I arrived at Uncle Frank's ranch at noon today I am writing this to let you know Your loving daughter Helen

2. Sweet Valley Ranch Jamestown Colorado July 10 1930 Dear Father Julia and I are having the very best of times She lets me ride on her pony Your loving daughter Helen

3. Sweet Valley Ranch Jamestown Colorado July 15 1930 Dear Father You cannot guess what Uncle Frank has done He has bought me a pretty little donkey Now I ride him when Julia rides her pony Your loving daughter Helen

4. Sweet Valley Ranch Jamestown Colorado July 25 1930 Dear Father I want to ask you a very particular question today May I bring Tommy home with me when I leave the ranch Tommy is my donkey Your loving daughter Helen

5. 19 Beach Road Lakewood Ohio August 1 1930 Dear Daughter Yes indeed bring Tommy with you He will fit nicely into our four-room flat The bathroom will make a good stable for him I am sure the police will not mind if we pasture him in the park I will sell our car at once and ride to the office every morning on Tommy instead Father

147. Summary: the Year's Aims and Gains

At the beginning of the year the following list tells us what we must learn to do in order to speak and write better English. As we read it during and at the end of the year it helps us to decide what gains we have made. Each aim, or gain, is stated as a rule of what a speaker or writer should do, as follows (numbers in parenthesis refer to sections in this book):

1. **Stand erect, on both feet, and look at the audience in a friendly way. (92, 95, 122, 126)**
2. **Without straining or raising the voice, speak loud enough to be easily heard. (79, 92, 95, 98, 102, 104, 111, 122, 126)**
3. **Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (92, 94, 98, 104, 111, 122, 126)**
4. **Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (83, 96, 98, 128)**

5. Use correct English, avoiding particularly the common errors that have been studied or reviewed during the year. (*Saw, seen*, 84, 94, 114, 120, 143; *did, done*, 84, 94, 114, 120, 143; *came, come*, 84, 94, 114, 120, 143; *went, gone*, 84, 94, 114, 120, 143; *was, were*, 84, 94, 114, 120, 143; *learn, teach*, 91, 94, 143; *may, can*, 97, 143; *isn't, aren't*, 108, 143; *those, them*, 120, 143; *no, not, never*, 125, 143; *lie, lying, lay, lain*, 132, 143)
6. Choose fitting words, words that express truly what you wish to say; and do not use the same word too often. (92, 122)
7. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (118)
8. Be able to say the same thing in more than one way. (131)
9. Know what a sentence is. (87, 88, 101, 130, 144)
10. Make a suitable pause between sentences. (81, 115, 121, 144)
11. Avoid using unnecessary *and's*. (81, 111, 115, 121, 144)
12. Show politeness. (88, 109, 110, 123)
13. Have something worth while to say, something that will inform or entertain the hearer or reader. (79, 95, 102, 133)
14. Choose a subject of the right size — small enough for everything of interest to be said about it. (79, 80, 82, 85)
15. Begin the talk, story, report, or letter with a promising sentence. (80, 98, 113, 122, 124, 126, 127)
16. Stick to the subject. (86, 124)
17. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (86, 111, 123, 136)
18. Know how to end your talk or story suitably. (104, 113, 126)
19. Telephone distinctly, politely, and without waste of time or words. (109)
20. Have a clean, neat-looking paper. (89)
21. Leave margins around the writing, wide enough to look well. (89, 93, 103, 116, 124, 127, 137)
22. Write plainly. (89, 116, 124)

23. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (89, 93, 103, 105, 116, 117, 124, 127, 135, 145)
24. Indent the first line of every paragraph; that is, begin the first line a little farther to the right than the other lines of the paragraph. (89, 93, 110, 116, 127, 130)
25. Arrange neatly and correctly the parts of a letter — the heading, the greeting, the body, and the ending. (89, 110, 116, 127, 134, 146)
26. Address the envelope neatly, plainly, and correctly. (107, 134)
27. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (86, 99, 113, 115, 126)
28. Know how to change a word meaning only one so that it will mean more than one. (112)
29. Know how to change a word so that it will express ownership or possession. (131)
30. Copy or write from dictation a short and suitable paragraph without making mistakes. (89, 101, 124, 144, 146)
31. Know what mistakes to guard against in your speaking and writing, and how to correct them. (110, 119, 138)
32. Criticize the speaking and writing of others both clearly and politely. (79, 119, 133)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (79, 85, 86, 133)
34. Overcome your faults as a speaker and writer by *practice*; that is, by doing the thing over and over, trying each time to do it better. (79, 82, 86, 104, 133, 138)
35. Observe the following rules, given on pages 381-386, for the use of capital letters and punctuation marks: *capital letters*, 1-13; *the period*, 14, 15, 16; *the question mark*, 17; *the comma*, 18-25; *the colon*, 26; *quotation marks*, 27; *the hyphen*, 28; *the apostrophe*, 29, 30; *the exclamation mark*, 31.

°APPENDIX

I. The Correct Use of *saw*, *seen*; *did*, *done*; *came*, *come*; *went*, *gone*; *was* and *were*

Saw, Seen

Exercise. Read the following numbered questions and fill the blanks in the answers with *saw* or *seen*, whichever you think correct:

1. *Question.* Have you seen my cat?
   Answer. No, I have not _[1]_ your cat.
2. *Question.* Where did you see my brother?
   Answer. I _[2]_ your brother in the grocery.
3. *Question.* Did he see you?
   Answer. Yes, he _[3]_ me. When I _[4]_ him, he _[5]_ me.
4. *Question.* Who has seen my cap?
   Answer. I haven't _[6]_ it. Perhaps Tom has _[7]_ it.
5. *Question.* Have you seen it, Tom?
   Answer. No, Fred, I have not _[8]_ it. I _[9]_ it yesterday on your head. I haven't _[10]_ it since.
6. *Question.* Who saw Mary skip the rope yesterday?
   Answer. I _[11]_ her, Beth _[12]_ her, and some others _[13]_ her. I never _[14]_ her skip better.

° Optional supplementary or alternative exercises. See Teachers' Manual for explanation.

Test. On a sheet of paper write opposite the numbers 1 to 14 the correct words for the fourteen blanks on page 361. Check your work when the teacher or a classmate reads the correct list aloud.

Drill. If the test above showed that you need further drill in the use of *saw* and *seen,* read the questions and answers more rapidly, filling each blank with the correct word. Repeat until you can easily read correctly, distinctly, and rapidly. Perhaps the teacher will time you.

Did, Done

Exercise. Read the following numbered questions and fill the blanks in the answers with *did* or *done,* whichever you think correct:

1. *Question.* Has anyone done his examples?
   Answer. I have __[1]__ mine. I __[2]__ them yesterday.
2. *Question.* Who did that?
   Answer. John __[3]__ it. He has often __[4]__ things like that. He __[5]__ it this morning.
3. *Question.* Have you done your work?
   Answer. Yes, I __[6]__ it an hour ago.
4. *Question.* What has Jane done?
   Answer. She has __[7]__ nothing. She __[8]__ nothing yesterday, and she has __[9]__ nothing today.
5. *Question.* Hasn't she done her school work?
   Answer. Yes, she __[10]__ that, but she has __[11]__ nothing else.
6. *Question.* Did Jane do her drawing?
   Answer. She __[12]__ her drawing; then she __[13]__ her writing.

Test. Write the correct words on a sheet of paper, with the number of the blank in which each belongs. Check your work in the usual way.

Drill. If the test showed that you need this drill, repeatedly read the questions and answers more rapidly, filling the blanks with the correct words.

Came, Come

Exercise. As you read the following questions and answers, fill each blank with *came* or *come*, whichever you think is correct:

1. *Question.* When did your friend come?
   Answer. She _[1]_ yesterday.
2. *Question.* Has she ever come to see you before?
   Answer. Yes, she _[2]_ to see me last year.
3. *Question.* Did she come alone both times?
   Answer. No, her mother has always _[3]_ with her.
4. *Question.* Has your brother come home yet?
   Answer. Yes, he _[4]_ an hour ago, but he has not yet _[5]_ upstairs.
5. *Question.* Why have you never come to see me?
   Answer. You have never _[6]_ to see me.
6. *Question.* Will spring ever come again?
   Answer. It has always _[7]_ again. It _[8]_ last year. It _[9]_ the year before. It has always _[10]_.

Test and Drill. In the usual manner, as in previous exercises of this kind, test your ability to fill the blanks correctly, and then, if you need drill, read the sentences aloud repeatedly, filling the blanks as you read more and more rapidly.

Went, Gone

Exercise. Can you fill the blanks in the following answers correctly? First read each question; then insert *went* or *gone*, whichever you think correct, in each blank:

1. *Question.* Where have the boys gone?
   Answer. First they _[1]_ into the hall; then they _[2]_ outdoors. I don't know where they _[3]_ after that.
2. *Question.* Where have the girls gone?
   Answer. They have _[4]_ home. Perhaps the boys have _[5]_ home, too.
3. *Question.* Where did the soldiers go?
   Answer. They have _[6]_ to the camp. Perhaps that is where the boys have _[7]_.
4. *Question.* Have you ever gone to the circus?
   Answer. I _[8]_ last month. I have _[9]_ several times. I have never _[10]_ alone.
5. *Question.* Who went with you?
   Answer. The first time my father _[11]_ with me. Since then I have always _[12]_ with my brother.
6. *Question.* Has your brother ever gone alone?
   Answer. He has _[13]_ alone when I have not _[14]_ with him. I think he _[15]_ alone once.
7. *Question.* When did he go alone?
   Answer. He _[16]_ alone the year after he _[17]_ with me. He has not _[18]_ alone again.

Test. Write the numbers 1 to 18 in a column on a sheet of paper. Opposite each number write the correct word — *went* or *gone* — for the blank having that num-

ber. Check your list when the teacher or a classmate reads the correct list.

Drill. For further drill, if you need it, read the questions and answers, filling the blanks rapidly as you read. Do this several times. When you can do it well, perhaps the teacher will time you.

7 *Was, Were*

Exercise. Read the following questions and answers, filling each blank with *was* or *were*, whichever you think correct:

1. *Question.* Where were you yesterday, Tom?
   Answer. I _[1]_ in school, but where _[2]_ you?
2. *Question.* Where were your friends?
   Answer. They _[3]_ in school, too.
3. *Question.* Was Fred in school yesterday?
   Answer. He _[4]_ in school, but his two sisters _[5]_ at home.
4. *Question.* What were you doing, boys?
   Answer. We _[6]_ at home, helping Mother.
5. *Question.* Was George in town with his father?
   Answer. Both George's father and mother _[7]_ in town, and he _[8]_ with them.
6. *Question.* Who were those boys that we saw in the store?
   Answer. They _[9]_ friends of George. He _[10]_ with them. They _[11]_ on their way home from school.
7. *Question.* Did you see the parade, Fred?
   Answer. No. I was on the farm. _[12]_ you in town? _[13]_ your brother in town, too?

Test. Write the correct words for the blanks on page 365, and with each word write the number of the blank in which it belongs. Check your work in the usual way.

Drill. If you need further drill, read the questions and answers repeatedly, filling the blanks rapidly until you can do this both correctly and easily.

II. The Correct Use of *learn, teach*; *may, can*; *am not, isn't, aren't*; *those, them*; *no, not, never*; *lie, lying, lay,* and *lain*

Learn, Teach

Exercise. Read the following questions and answers aloud and fill each blank with *learn* or *teach,* whichever one you think correct:

1. *Question.* How shall I ever learn to skate?
   Answer. I will _[1]_ you. You will _[2]_ easily.
2. *Question.* Isn't it hard to learn?
   Answer. I can _[3]_ you in an hour or two. It won't be hard for you to _[4]_ it.
3. *Question.* Do you know that I want to learn to dance?
   Answer. I can _[5]_ you that too, if you want me to _[6]_ you.
4. *Question.* Will you teach me to drive a car?
   Answer. I cannot _[7]_ what I do not know. If I learn it next year, I will _[8]_ you.
5. *Question.* What did the teacher say?
   Answer. She said we must _[9]_ this poem first; then she will _[10]_ us the other one. First we must _[11]_ this one; then she will _[12]_ us that one.

Test. On a sheet of paper write the correct word for each of the twelve blanks on page 366, together with the number of the blank. Check your work in the usual way. If your record is below perfect, continue the following drill until you can read the sentences without a single mistake.

Drill. Read the questions and answers on page 366 until you can easily fill the blanks both correctly and rapidly.

May, Can

Exercise, Test, Drill. Using the following six questions and answers, study the correct use of *may* and *can* as you studied *learn* and *teach* above:

1. *Question.* Should one use *may* or *can* in asking permission?
   Answer. Use _ _[1]_ _ in asking permission.
2. *Question.* May I open the window, Miss Smith?
   Answer. Yes, you _ _[2]_ _, Harold, but it is very heavy. _ _[3]_ _ you move it?
3. *Question.* Can you skate, Marjorie?
   Answer. Yes. I learned last year. I _ _[4]_ _ skate.
4. *Question.* Will your mother let you go with us tomorrow?
   Answer. I'll ask her. Mother, _ _[5]_ _ I go skating with the girls tomorrow?
5. *Question.* Can you drive a car, Fred?
   Answer. I _ _[6]_ _. I learned last summer. Mother, _ _[7]_ _ I show Tom how well I can drive?
6. *Question.* How do you ask for permission to go to the movies?
   Answer. I say, "Mother, _ _[8]_ _ I go to the movies?"

Am not, Isn't, Aren't

Exercise, Test, Drill. Using the six questions and answers below, study the correct use of *am not, isn't,* and *aren't* as you studied *learn* and *teach* above:

1. *Question.* Isn't that car rather long?
   Answer. It _ _[1] _ _ as long as ours.
2. *Question.* Aren't you coming with us, Doris?
   Answer. No, I _ _[2] _ _. There _ _[3] _ _ time to go.
3. *Question.* Aren't those boys in your class at school?
   Answer. No, they _ _[4] _ _ in my class, and I _ _[5] _ _ in theirs.
4. *Question.* Aren't we late?
   Answer. No, you _ _[6] _ _ late, and I _ _[7] _ _ late either.
5. *Question.* Am I not older than he?
   Answer. You _ _[8] _ _ much older, and you _ _[9] _ _ much taller.
6. *Question.* Aren't you taller than he?
   Answer. No, I _ _[10] _ _ taller than he, but he _ _[11] _ _ any stronger than I. There _ _[12] _ _ much difference between us.

Those, Them

Exercise, Test, Drill. Do you remember how you studied the correct use of *learn* and *teach* on pages 366–367? In the same way study the correct use of *those* and *them,* using the questions and answers below:

1. *Question.* Where are those books I laid here?
   Answer. Do you mean _ _[1] _ _ little books with the red covers?

2. *Question.* Yes. Where are they?
Answer. _[2]_ little red books are on _[3]_ shelves.
3. *Question.* Whose flowers are those?
Answer. Do you mean _[4]_ blue ones? _[5]_ are my flowers.
4. *Question.* Are those scissors sharp? Do you like them?
Answer. _[6]_ scissors are very sharp. _[7]_ are the scissors for me. I like _[8]_.
5. *Question.* When will those berries be ripe?
Answer. _[9]_ berries will be ripe in June. Then we can gather _[10]_. _[11]_ are the early kind.
6. *Question.* Where did you buy those pretty marbles?
Answer. I did not buy _[12]_ marbles. My brother lent _[13]_ to me. _[14]_ marbles belong to him.

No, Not, Never

Exercise, Test, Drill. As you studied *learn* and *teach* above (see pages 366–367), study *no, not, never,* with the help of the questions and answers below. Some of the blanks call for *any* or *no*; others call for *ever* or *never.* Select for each blank the word that is correct.

1. *Question.* Have you a pet dog or cat at home?
Answer. I haven't _[1]_ pet at home. I never had _[2]_ kind of pet.
2. *Question.* Do you like dogs better than cats?
Answer. Yes, I like dogs much better than cats. In fact, I don't want _[3]_ kind of cat for a pet.

3. *Question.* Are you feeling well?
Answer. I haven't had __[4]__ kind of sickness for years. I'm never sick in __[5]__ way.

4. *Question.* Have you any friends in Canada?
Answer. I have __[6]__ friends there. I haven't __[7]__ friends outside of our own country. I have __[8]__ friends in Europe.

5. *Question.* Aren't your two brothers in California?
Answer. I have __[9]__ brothers. I haven't __[10]__ sisters. There aren't __[11]__ relatives of mine in California.

6. *Question.* Isn't George quick?
Answer. He isn't __[12]__ quicker than Fred. He is __[13]__ better than Fred in any way.

7. *Question.* Did you ever go up in a balloon?
Answer. I have __[14]__ gone up in a balloon. I haven't __[15]__ even seen a balloon. I don't wish to go up in __[16]__ balloon.

Lie, Lying, Lay, Lain

Exercise. As you read the following questions and answers, say *lie* for *rest, lies* for *rests, lying* for *resting, lay* for *rested, have lain* for *have rested,* and *has lain* for *has rested.* Thus, read the first question and answer not as they stand but in this way:

Question. What is that *lying* on the window sill?
Answer. A mitten is *lying* there. John's things usually *lie* on that window sill.

1. ***Question.*** What is that *resting* [1] on the window sill?
Answer. A mitten is *resting* [2] there. John's things usually *rest* [3] on that window sill.

2. ***Question.*** Is that he *resting* [4] on the lounge?
Answer. Yes. He *has rested* [5] there half an hour.

3. ***Question.*** Who *rested* [6] there this morning?
Answer. The cat *rested* [7] there this morning. She is *resting* [8] on the floor now. There she *rests,* [9] under the little table.

4. ***Question.*** *Rest* [10] here, Frank, while I *rest* [11] in the hammock, will you?
Answer. Certainly. I *rested* [12] in the hammock yesterday while you were *resting* [13] on the beach.

5. ***Question.*** It is fun *resting* [14] on the soft sand, isn't it?
Answer. I *have* often *rested* [15] on the beach in the summer.

6. ***Question.*** The panting dog *rested* [16] on the ground, did you say?
Answer. Yes. He *rested* [17] there until his master whistled.

7. ***Question.*** Why did he *rest* [18] there so long?
Answer. He was quietly *resting* [19] there until his master came.

8. ***Question.*** Do you see that fallen tree *resting* [20] on the ground?
Answer. Oh, that *has rested* [21] there several years. It *has rested* [22] there at least a dozen years. I suppose it will be *resting* [23] there another dozen.

Test. On a sheet of paper write the numbers 1 to 23. Opposite each write a suitable word or word group — *lie,*

lies, lying, lay, have lain, or *has lain* — to take the place of the word or word group of that number in the questions and answers on page 371. When your list of twenty-three words (and word groups) is finished, check it in the usual manner. If your score is below perfect, you need the following drill.

Drill. Repeatedly read aloud the questions and answers above, not as they stand but using suitable words in place of *rest, rests, resting, rested, have rested,* and *has rested.*

III. Spelling Certain Troublesome Words

Exercise, Test, and Drill

Exercise. The blank in each of the following sentences is to be filled with one of the words that you see in parenthesis before the sentence. Pronounce that word and spell it. Thus, for sentence 4, say *two*; then spell *t w o.*

1. (here, hear) Can you _[1]_ me when I stand here?
2. (are, our, or) Where are _[2]_ friends?
3. (won, one) Who _[3]_ the game?
4. (two, too, to) Three and _[4]_ are five.
5. (an, and) We saw _[5]_ owl in the tree.
6. (their, there) The pupils studied _[6]_ lesson.
7. (their, there) My book is not here. Is it _[7]_?
8. (where, wear) What shall I _[8]_ to the party?
9. (where, wear) Do you know _[9]_ my pencil is?
10. (an, and) Two _[10]_ two are four.
11. (two, too, to) Are you going _[11]_ town?
12. (two, too, to) Don't ask _[12]_ many questions.
13. (won, one) John has two pencils, but I have only _[13]_.
14. (are, our, or) _[14]_ you going in your car or in _[15]_ car?
15. (are, our, or) Which do you like better, this _[16]_ that?
16. (here, hear) You are there, but I am over _[17]_.

Test. Write the numbers 1 to 17 in a column on a sheet of paper. Read again the sentences above; opposite

each number on your paper write the correct word for the blank that has the same number.

Exercise. Fill the blanks in the following sentences with suitable words, spelling each word after saying it:

1. *Question.* Did Mary win any games?
   Answer. Mary won only _ [1] _ game.
2. *Question.* Why do you always say "louder" when I speak?
   Answer. The reason is that I cannot _ [2] _ you well from here.
3. *Question.* Is that your dog, boys?
   Answer. Yes, this is _ [3] _ dog. He belongs to both of us.
4. *Question.* What number follows *one* and comes before *three*?
   Answer. The number _ [4] _ follows *one* and comes before *three*.
5. *Question.* What is that in the tree?
   Answer. It is either _ [5] _ hawk or _ [6] _ eagle.
6. *Question.* Where are you, Sam?
   Answer. I am _ [7] _, in this corner, not there.
7. *Question.* Does this package belong to them?
   Answer. Yes, it is _ [8] _ package.
8. *Question.* Who am I, Jennie? Can you guess?
   Answer. I can tell from your voice that you _ [9] _ Mattie. You are over _ [10] _ in the hall.
9. *Question.* Have you found both your mittens, Maud?
   Answer. No, I have found only _ [11] _.
10. *Question.* Do two and two make four, Will?
    Answer. Yes, and one _ [12] _ three make four, too.

Test. On a sheet of paper write the words for the blanks on page 373, with the number of each.

Drill. If you need further drill in the use of those words, repeat several times the exercises on pages 372–373.

Knight, Night *Knows, Nose* *Half, Have* *Pair, Pear*

Exercise. Before each sentence below are two words in parenthesis. One of these is the correct word for that sentence. Say and spell this word.

1. (knight, night) The brave _ _[1]_ _ saved the lad.
2. (knows, nose) The hunter nearly froze his _ _[2]_ _.
3. (half, have) It was _ _[3]_ _ an hour before train time.
4. (pair, pear) Is that your _ _[4]_ _ of shoes?
5. (knight, night) After the _ _[5]_ _ comes the morning.
6. (knows, nose) John has studied and _ _[6]_ _ his lesson.
7. (half, have) I _ _[7]_ _ a new pair of skates.
8. (pair, pear) What are you eating — a _ _[8]_ _ or a peach?

Test. On a sheet of paper write the correct words for the blanks above, with the number of each. Check your work when the teacher or a pupil reads the correct words aloud and gives the spelling of each one.

Drill. Do you need further drill in the spelling of any of the words in the preceding exercise? If so, find in the Index where the word or words you need to study are taught. Then study them, and follow this study by taking again the test above.

Road, Rode *Meat, Meet* *Weak, Week* *Peace, Piece*

Exercise, Test, Drill. Study the four pairs of words above as you studied the preceding four pairs. Use the following eight sentences:

1. (road, rode) The strange horseman _ [9] _ swiftly into the forest on his handsome steed.
2. (meat, meet) He did not wish to _ [10] _ anyone.
3. (weak, week) He passed our house last _ [11] _.
4. (peace, piece) We do not want war; we want _ [12] _.
5. (road, rode) The country _ [13] _ was rough.
6. (weak, week) The old horse was too _ [14] _ to go far.
7. (meat, meet) The hungry boy enjoyed the bread and _ [15] _.
8. (peace, piece) Then he ate a large _ [16] _ of pie.

Than, Then *Four, For* *Blue, Blew* *Read, Red*

Exercise, Test, Drill. Study the four pairs of words above as you studied the four pairs on page 374:

1. (than, then) May is taller _ [17] _ Jane.
2. (four, for) Two and two are _ [18] _.
3. (blue, blew) A cold wind _ [19] _ from the north.
4. (read, red) Have you _ [20] _ this story?
5. (than, then) Now and _ [21] _ it rains here.
6. (four, for) Is this letter _ [22] _ you or for me?
7. (blue, blew) The sun is shining, and the sky is _ [23] _.
8. (read, red) Three cheers for the _ [24] _, white, and blue.

Final Test. 1. How rapidly can you give the correct words for the twenty-four blanks in the three exercises on pages 374–375? Spell each word as you give it, and give also the number of the blank to which it belongs.

2. How rapidly can you write those twenty-four words in a column, with the number of the blank to which each word belongs?

IV. Sentence Study

Copying. Copy as many of the following sentences as the teacher directs. Remember the capital letter beginning each sentence, and the punctuation mark following each.

1. I shall wear my new dress to the party.
2. Where is the party to be?
3. I read about it in the newspaper.
4. It will be given in the schoolhouse.
5. All the children will be there.
6. Have the parents been invited?
7. They have been invited by letter.
8. The pupils wrote the letters.
9. Will there be ice cream and cake?
10. There will be strawberries and cake.

Exercise. The following numbered groups of words are not sentences. Each group needs suitable words added to it to make a sentence. Add these suitable words. Thus, to group 3 you could add the following words:

the jolly sailor
or two or three happy boys
or the circus clown

1. sang a pretty song for us
2. was studying his lessons
3. danced a jig
4. were eating their breakfast
5. won the game easily
6. was cutting out paper dolls
7. was making a kite
8. flew into a bank of clouds
9. was protected by a well-trained dog
10. made a loaf of bread

Writing. Write as many of the sentences you have made as the teacher directs.

Exercise. Change each of the following numbered groups of words into a sentence by adding suitable words. Thus, you could make a sentence of the fourth group by adding these words:

landed safely in the cornfield
or bowed to the cheering crowd

1. the jolly sailor
2. the boys in the Wilson School
3. several girls on bicycles
4. the famous air pilot
5. my grandfather
6. the old grocer at the corner
7. the repair man at the garage
8. my pet cat
9. the riders in the circus
10. my little sister

Writing. Write some of your sentences.

V. Speaking Loud Enough, Distinctly, and in a Pleasant Tone of Voice

Breathing. Stand erect, hands at sides. As the teacher counts six, slowly take a deep breath and at the same time raise your arms to shoulder level. Then slowly breathe out, as the teacher counts six again, and slowly lower arms to the sides.

Repeat several times. Each time fill the lungs as full as you can. Each time let the breath out slowly and evenly, just as you have taken it in.

Sounding. 1. Stand erect and take a quick, deep breath. Hold it a few seconds. Then, as you slowly breathe out, sound *oh*, giving a round, strong, and even tone. As you sound *oh*, go up one full tone and back; then go down one full tone and back; and finally combine the two.

Repeat several times. Try each time to make the *o* sound rounder, stronger, and pleasanter.

2. Stand, breathe in and breathe out, as in 1, but using the sound *ah*.

3. The same as 1, but using the sound *ee*.

4. Now, in breathing out, combine the sounds *oh*, *ah*, and *ee* — thus : *oh-ah-ee*, *oh-ah-ee* — to the end of the count.

Speaking. 1. Speak the following numbered lines slowly at first ; then faster as you become more able to say every word distinctly. If you say one word indistinctly, the class will tell you.

1. Bubble, bubble, toil and trouble.
2. First form in line for the first five fire drills.
3. Going, going, going — gone once, gone twice, gone thrice, and gone for good.
4. a b c d e f g, h i j k l m n o p, q r s t u v, w x y z.

2. Standing erect and looking pleasant, read the following sentences with the purpose of making every hearer understand every word in them. Pupils who cannot understand all you say will quietly rise in their places as a sign to you that you are not reading loud or distinctly enough.

1. Did you say *an ice house* or *a nice house*?
2. Did you say *I scream* or *ice cream*?
3. Up to the upper story the uppish person went.
4. She slipped on the slippery floor in her new slippers.
5. Can the fruit you cannot eat ; eat what you cannot can.
6. Shall she ship the shawl to the ship?
7. Turn twice toward that thickly twisted thorn bush.
8. Peter Piper picked a peck of pickled peppers.
9. Burly boys burned brown by the baking sunshine bustled by.
10. Many men who might make much more money make much less.

VI. Writing Jingles

Words ending (like *can*, *fan*, *man*) with the same sound are said to rime. The words *cat*, *bat*, *hat*, *mat*, *rat*, and *sat* rime. The words *boat*, *coat*, *goat*, *vote*, and *wrote* rime. So do the words *bright*, *write*, *bite*, *height*, and *fight*.

Exercise. 1. Name as many words as you can that rime with each of the following:

1. glue	**4.** bit	**7.** nose	**10.** round	**13.** lame
2. know	**5.** maid	**8.** knob	**11.** tool	**14.** oats
3. net	**6.** thin	**9.** bump	**12.** root	**15.** wheat

2. Can you give a word that will finish the second line of each of the following jingles? It must rime with the last word of the first line. Read aloud each jingle after you have finished it.

1. When I help Mother with the work,
I do it well, I do not ____.

2. The careless driver smashed his car.
How foolish, reckless, some folks ____!

3. Some are lazy, some work well.
Which are you? Or won't you ____?

4. A little girl was clean and neat.
To see her was a real ____.

5. I own a funny little lamb.
I feed her. She says, "Thank you, ____."

6. I wish I had a violin.
I'd play sweet tunes day out and ____.

7. Hear the birds singing all day.
Don't you know that this is ____?

8. See the birds soaring on high.
Oh, if I only could ____!

9. See the kite high in the sky.
Tell me what makes a kite ____.

10. The airplane crossed the ocean wide.
Oh, don't you wish to take a ____?

3. Write a second line for each of the following lines. Of course, the last word of your line must rime with the last word of the line given below.

1. A butterfly spoke to a rose.
2. The sun was bright, the sky was blue
3. He took his fishpole and his net.
4. Where do you live and what's your name?
5. A bird sang in a field of wheat
6. I like to eat fresh pumpkin pie
7. Across the stormy sea a sail
8. Above the fort there flew the flag
9. They heard the cannon roaring loud
10. A fairy found a violet

4. Make up as suitable a last line as you can for each of the following incomplete stanzas. After you have written the best line you can, the teacher will read you the line the poet wrote. Begin your line with a capital letter.

1. The sun is bright, — the air is clear,
   The darting swallows soar and sing,
   And from the stately elms I hear
   . . . . . .

LONGFELLOW

2. When I was sick and lay a-bed,
   I had two pillows at my head,
   And all my toys beside me lay
   . . . . . .

STEVENSON

3. Crack goes the whip, and off we go;
   The trees and houses smaller grow;
   Last, round the woody turn we swing;
   . . . . . .

STEVENSON

4. Sing a song of seasons!
   Something bright in all!
   Flowers in the summer,
   . . . . .

STEVENSON

5. No sound of wheels or hoof-beat breaks
The silence of the summer day,
As by the loveliest of all lakes
. . . . . .

LONGFELLOW

VII. Summary of Rules for the Use of Capital Letters and Punctuation Marks

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus:

Well begun is half done.
When shall we three meet again?
The pen is mightier than the sword.

2. To begin every important word in a person's name. Thus:

George Washington Robert E. Lee Ludwig van Beethoven

3. For every initial. Thus:

A. Lincoln R. L. Stevenson W. E. Gladstone

4. To begin titles and the abbreviation of titles. Thus:

Mrs. Edith Wharton Father Damien
Dr. Asa Gray Miss Julia Dewey
Cardinal Mundelein Sir William F. Barrett

5. To begin the names of the days of the week, their abbreviations, and every important word in the names of holidays. Thus:

Tuesday Tues. Thursday Thurs.

New Year's Day Fourth of July
Labor Day Thanksgiving Day

6. To begin the names of the months and their abbreviations. Thus:

February	Feb.	August	Aug.

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus:

The Collie that Understood English
How to Tell the Wild Animals
The Young Mechanic's Handy Book
How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus:

O George, I see you there!

9. To begin the first word of a quotation. Thus:

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus:

My dear Sir:	My dear Mr. Brown:
My dear Friend:	Dear Doctor:

11. To begin the ending of a letter. Thus:

Very truly yours,	Yours sincerely,

12. To begin every name given to God. Thus:

Father Almighty	Our Father	Lord

13. To begin the names of cities, states, countries, mountains, rivers. Thus:

Seattle	Louisiana	Mt. Washington
Syracuse	America	Mississippi River

Punctuation Marks

The period (.) should be used

14. At the end of a sentence that tells something. Thus:

That is my book.

15. After an abbreviation. Thus:

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

16. After an initial. Thus:

C. F. Smith W. W. Brown George O. Benson

The question mark (?) should be used

17. At the end of a sentence that asks a question. Thus:

Is London or New York the largest city in the world?

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus:

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus:

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus:

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.
I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus:

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.

22. To separate in a date the day of the month from the year. Thus:

March 25, 1873 January 6, 1873 December 27, 1909

23. To separate the name of a city from the name of a state or country. Thus:

Spokane, Washington Portland, Oregon
London, England Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus:

He said, "Come to the garden with me."
"Come to the garden with me," he said.
"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus:

Sincerely yours, Your old chum,
Martin Sinclair Harold

The colon (:) should be used

26. After the greeting in letters. Thus:

My dear Dr. Brown: Dear Emma: Dear Madam:

Quotation marks (" ") should be used

27. To inclose a quotation. Thus:

"Here I am," he said.

The hyphen (-) should be used

28. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus:

Notice the hyphen conspicu-
ously placed in this sentence.

The apostrophe (') should be used

29. In contractions, to show where a letter or letters have been omitted. Thus:

don't doesn't wasn't I'll who's it's you're

30. To show or help to show possession. Thus:

John's book France's loss Travelers' checks

The exclamation mark (!) should generally be used

31. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus:

Look! Here's the book you lost!
Hurrah! We're winning! Oh! What a beauty!

Exercise. Read the following sentences and, with or without the help of the rules above, explain each capital letter and punctuation mark:

1. The letter he wrote Tuesday was dated July 15, 1930.
2. Do you know that George Washington was born February 22, 1732?
3. Mr. and Mrs. George E. Lawson live in Madison, Wis. They gave their son The Young Mechanic's Handy Book for Christmas.
4. Mrs. Brown said, "Fred, are you glad to have this book?"
5. "Oh, I don't know when I have been so glad," answered Fred.
6. "Yes, I am very glad," answered Fred.
7. Fred received also a tennis racket, several tennis balls, a pair of tennis shoes, and a book about tennis.

Writing. 1. Copy one or more of the sentences above, as the teacher directs.

2. Copy one or more of the paragraphs on page 386, observing correct letter form, and using capital letters and punctuation marks wherever these are needed.

45 college ave madison wis dec 27 1930 dear mother and father thank you very much for the many presents you gave me for christmas i am pleased with all of them i think i like the young mechanic s handy book best of all i cannot thank you too much your loving son fred h lawson

32 oak st spokane washington jan 6 1931 dear tom i m a little late in thanking you for your kind letter to me when i was sick and had to stay out of school i ve been well a whole week but my father took me on a trip to seattle and i ve just returned home better late than never so i say thank you now your loving cousin barbara c allan

hotel madrid mexico city mexico feb 16 1931 my dear marjorie there is no need of your going to mexico to see interesting things you will find many right in your own city if you will only open your eyes what birds have you heard lately what flowers have you seen this week have you watched the lizards scampering in the palmettos write me a letter about these interesting things your uncle charles

3. Write from dictation one or more of the following paragraphs:

Do you know how much elephants cost? The price depends upon the elephant. A large and carefully trained animal is worth several thousand dollars. Small and poorly trained beasts cost much less. Those with ugly tempers often do more harm than good. They are worth more dead than alive. That is why they are killed. Jumbo, the huge elephant in Barnum's Circus fifty years ago, cost his owner ten thousand dollars.

What are elephants good for? Are they useful animals? Yes, they can do work. Even in a circus they do more than march in the parade and perform tricks under the big tent. They help the circus men move the heavy cages. In some countries elephants are used to carry heavy loads over rough roads. In India they are sometimes employed in hunting. The hunter sits in safety on the elephant's back as he looks for tigers in the jungle. Could your father use an elephant in his business?

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